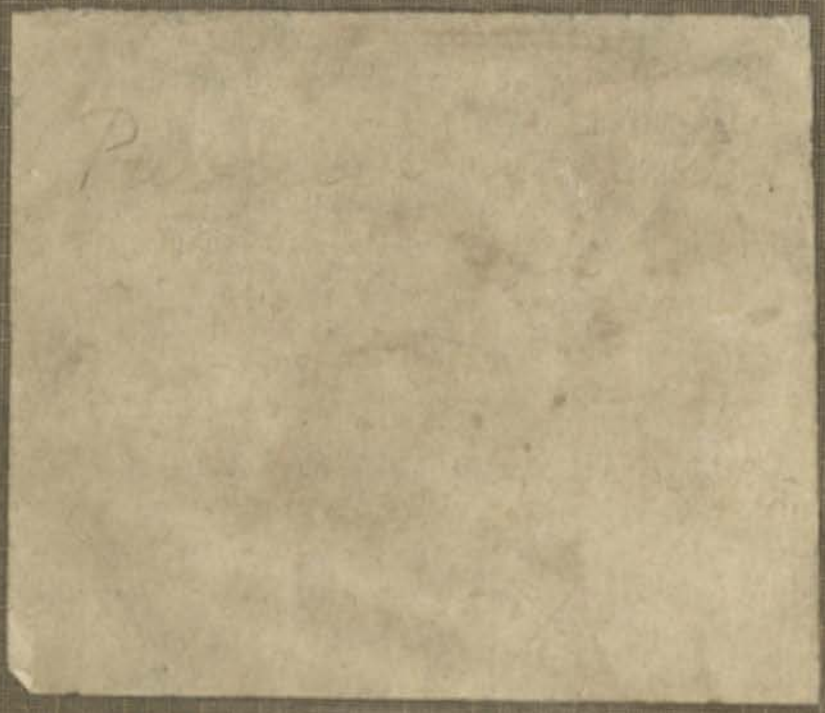

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GENERAL REPORT

ON

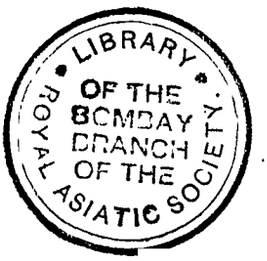
Public Instruction

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR 1889-90. Co 1890-91, 1892-9.

1896-97



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ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1890.

ERRATA.

Annual Educational Report for 1889-90.

Page.	Para.	Detail.
5	...	Last line. *Read* '50' *for* '90.'
28	38	State Vernacular Middle Schools for Boys. Column number of schools (1889). *Read* 355 *for* '3 $\frac{55}{55}$.'
34	44	State Vernacular Primary Schools for Boys. Second Statement. Column Average number of scholars per lower primary section on 31st March 1890, against Agra and Allahabad. *Read* '24·9' *for* '24·7' and '22·9.'
37	50(a)	Column Remarks. *Read* 'cases' *for* 'oases.'
43	60	Line 13. *Read* inverted commas (") after 'district.'
ib.	*ib.*	Lines 14—20. There should not be inverted commas before 'Although' and after 'pupils.'
44	...	Line 7. *Read* 'real' *for* 're [illegible].'
61	General Table VII.	Column 11. Grand Total. *Read* '605' *for* '650.'
...	Ditto.	„ 13. „ „ „ '2,25,774' *for* '2,257'
62	Ditto.	„ 22. „ „ „ '26,089' *for* '60,859.'
65	General Table III.	„ 10. „ „ „ '46' *for* '64.'
67	General Table IV.	„ 13. „ „ „ '82,062' *for* '2,062'

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1889-90.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the Academic Year 1889-90.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

1. The academic year ends on the 30th June, and as this report relates largely to the University and public examinations, the results of which were published last April and June respectively, it may reasonably be said to deal with the academic year ending with June 1890.

2. The general tables which have been compiled in accordance with the orders of the Government of India give the statistics, as far as they could be collected, of education of all kinds in these Provinces; but the tabular statements embodied in this section of the report embrace as a rule only those institutions that were under public management and those that received grants-in-aid and adopted a course of instruction prescribed either by this Department or by the local University. These tabular statements therefore do not include the statistics of the Roorkee Engineering College, the Agra Medical School, schools for patwáris, and (the item of scholarships excepted) unaided institutions. The figures entered under this item include unaided institutions because students belonging to them are allowed to compete for scholarships if the institutions observe the departmental inter-school and inter-college rules. The statistics of schools for Europeans are embodied in the general tables, but they are also given separately in another set of tables, from which all superfluous headings and sidings have been omitted.

3. The following statement compares, for the years ending the 31st March 1889 and 1890, the direct and indirect expenditure *from all sources* on Government and aided institutions :—

Direct and indirect expenditure from all sources.

	1889.	1890.
Direct expenditure.	Rs.	Rs.
Colleges ...	2,26,658	2,38,566
Schools (general) ...	17,32,127	17,58,532
Do. (special) ...	44,168	58,918
Total ...	20,02,953	20,56,016
Indirect expenditure.		
University ...	20,742	19,707
Direction ...	40,198	41,014
Inspection ...	2,26,592	2,38,278
Scholarships* ...	87,904	81,713
Buildings ...	2,90,567	2,19,755
Apparatus ...	15,628	24,503
Miscellaneous ...	65,548	62,548
Total ...	7,47,179	6,87,518
GRAND TOTAL ...	27,50,132	27,43,534

* Includes expenditure on unaided institutions.

The following statement compares, for the years ending the 31st March 1889 and 1890, the direct and indirect expenditure *from public funds* (provincial and local) on Government and aided institutions :—

Direct and indirect expenditure from Public Funds (Provincial and Local).

	1889.	1890.
Direct expenditure.	Rs.	Rs.
Colleges	1,33,269	1,33,891
Schools (general)	10,48,913	10,13,319
Do. (special)	41,565	45,383
Total ...	12,23,747	11,92,593
Indirect expenditure.		
Direction	40,198	41,014
Inspection	2,26,560	2,37,725
Scholarships*	45,873	42,381
Buildings	1,54,204	1,50,448
Apparatus	8,136	13,863
Miscellaneous	32,861	24,351
Total ...	5,07,832	5,09,782
GRAND TOTAL ...	17,31,579	17,02,375

* Including expenditure on unaided institutions.

The total expenditure from public funds (provincial and local) was Rs. 29,204 less than for the previous year, a decrease of Rs. 31,154 having occurred in direct expenditure and an increase of Rs. 1,950 in indirect expenditure. The increase in the direct expenditure on special schools (Rs. 3,818) was due to the transfer of certain schools and departments of schools from the head of "schools (general)" to that of "schools (special)." The increase thus caused would have been greater but for the amalgamation of certain normal schools with the central normal schools of Agra, Lucknow, and Allahabad. This increase, too, partly accounts for the decrease of Rs. 35,594 under the head of "schools (general)." This large decrease, however, was mainly owing to the increase in the fee receipts.

The increase of Rs. 11,165 in indirect expenditure under the head of "Inspection" may be partly accounted for by the increased establishments of the Deputy Inspectors' Offices and by the circumstance that for the greater portion of the preceding year the Inspector of the Benares Division performed the duties of the Inspector of the 3rd Circle.

The increase of Rs. 5,727 in indirect expenditure under the head of "apparatus" was partly due to the purchase of furniture for vernacular schools.

The decrease of Rs. 8,510 in indirect expenditure under the head of "miscellaneous" was owing partly to the transfer of charges for newspapers, &c., from this office to that of the Superintendent of Stationery, Calcutta, and partly to the increased receipts from departmental examination fees.

4. The following statement compares for the years, ending 31st March 1889 and 1890 the direct expenditure from all sources on the different classes of institutions for each kind of education, the number of these institutions, and the number of scholars in average attendance :—

Direct expenditure from all sources on the different kinds of education.

Class of institution.		Number of institutions.	Number of scholars in average attendance.	Expenditure. From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For University education,	1889...	12	1,376	1,33,269	8,193	29,390	55,806	2,26,658
	1890...	13	1,660	1,33,891	6,850	41,520	56,305	2,38,566
„ secondary education.	1889...	507	54,339	4,33,030	50,011	2,33,834	1,69,033	8,85,908
	1890...	488	49,568	4,20,058	49,485	2,46,464	1,45,254	8,61,261
„ primary education.	1889 ..	4,289	146,662	5,38,506	23,155	22,410	27,799	6,11,870
	1890...	4,224	137,125	5,07,494	24,281	33,201	36,097	6,01,073
Total ...	1889...	4,808	2,02,377	11,04,805	81,359	2,85,634	2,52,638	17,24,436
	1890...	4,725	1,88,353	10,61,443	80,616	3,21,185	2,37,656	17,00,900
For Girls.								
For secondary education.	1889...	23	1,779	41,621	783	66,590	43,642	1,52,636
	1890...	25	2,160	48,844	860	80,853	81,586	2,12,143
„ primary education.	1889...	322	9,244	35,756	5,828	2,476	37,653	81,713
	1890...	321	8,980	36,923	5,093	2,527	38,912	84,055
Total ...	1889...	345	11,023	77,377	6,611	69,066	81,295	2,34,349
	1890...	346	11,140	85,767	6,553	83,380	1,20,498	2,96,198
Total, boys and girls	1889...	5,153	213,400	11,82,182	87,970	3,54,700	3,33,933	19,58,785
	1890...	5,071	199,493	11,47,210	87,169	4,04,565	3,58,154	19,97,098
Schools for special instruction.	1889...	14	484	41,565	...	557	2,046	44,168
	1890...	17	1,613	45,383	360	1,336	11,839	58,918
GRAND TOTAL ...	1889...	5,167	213,884	12,23,747	87,970	3,55,257	3,35,979	20,02,953
	1890...	5,088	201,106	11,92,593	87,529	4,05,901	3,69,993	20,56,016

5. The following two statements compare for the years ending 31st March 1889 and 1890 the distribution of direct and indirect expenditure respectively from all sources on the different kinds of education :—

Distribution of direct expenditure from all sources on the different kinds of education.

Kind of education.	Year.	Source. Public funds.	Municipal funds.	Fees.	Endowments, subscriptions, and other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
University	1889	1,33,269	8,193	29,390	55,806	2,26,658
	1890	1,33,891	6,850	41,520	56,305	2,38,566
Secondary	1889	4,74,651	50,794	3,00,424	2,12,675	10,38,544
	1890	4,68,902	50,345	3,27,317	2,26,840	10,73,404
Primary	1889	5,74,262	28,983	24,886	65,452	6,93,583
	1890	5,44,417	29,974	35,728	75,009	6,85,128
Special	1889	41,565	...	557	2,046	44,168
	1890	45,383	360	1,336	11,839	58,918
Total ...	1889	12,23,747	87,970	3,55,257	3,35,979	20,02,953
	1890	11,92,593	87,529	4,05,901	3,69,993	20,56,016

Distribution of indirect expenditure from all sources on the different kinds of education :—

Kind of education.	Year.	Object. (1) University.	(2) Direction	(3) Inspection.	(4) Scholarships.	(5) Buildings.	(6) Apparatus.	(7) Miscellaneous.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	1889	20,742	...	...	26,946	59,434	200	...	1,07,322
	1890	19,707	...	...	26,542	44,691	335	...	91,275
Secondary ...	1889	...	23,502	1,32,481	58,150	1,54,529	8,479	43,068	4,20,209
	1890	...	24,223	1,40,729	50,475	1,16,596	13,291	41,012	3,86,326
Primary ...	1889	...	15,696	88,477	2,808	76,604	6,949	21,534	2,12,068
	1890	...	15,461	89,824	4,696	58,328	10,877	20,540	1,99,726
Special ...	1889	...	1,000	5,634	...	...	...	946	7,580
	1890	...	1,330	7,725	...	140	...	996	10,191
Total ...	1889	20,742	40,198	2,26,592	87,904	2,90,567	15,628	65,548	7,47,179
	1890	19,707	41,014	2,38,278	81,713	2,19,755	24,503	62,548	6,87,518

6. The percentage of the total direct expenditure defrayed from each of the several sources of income for the last three years is given in the following statement :—

	1887-88.	1888-89.	1889-90.
	Rs.	Rs.	Rs.
From public funds	60	61	58
„ municipal funds	4	4	4
„ fees	17	18	20
„ endowments, &c.	19	17	18
Total ...	100	100	100

7. The following statement compares the direct expenditure from public funds and from other sources for the year 1889-90, on the different classes of institutions under public and private management respectively :—

Direct expenditure on Government and Aided Schools for the year 1889-90.

Class of institution.	Expenditure from Public funds.	Expenditure from Other sources.	Total.	Percentage of expenditure defrayed from Public funds.	Percentage of expenditure defrayed from Other sources.	Percentage of expenditure from public funds on each class of institution.
Government.	Rs.	Rs.	Rs.	Rs.	Rs.	
Colleges	93,062	23,082	1,16,144	80	20	7·8
Secondary	2,83,578	1,56,374	4,39,952	64	36	23·8
Primary	5,00,890	54,669	5,55,559	90	10	42·0
Special	37,763	1,272	39,035	97	3	3·2
Aided.						
Colleges	40,829	81,593	1,22,422	33	67	3·4
Secondary	1,85,324	4,48,128	6,33,452	29	71	15·5
Primary	43,527	86,042	1,29,569	34	66	3·7
Special	7,620	12,263	19,883	38	62	·6
Total ...	11,92,593	8,63,423	20,56,016	58	42	100

8. During the year under review nearly all the candidates from the colleges and collegiate schools of the united Provinces went up for the examinations of the local University. The aggregate average monthly number on the rolls of these institutions was much larger than for the previous year, and the question of providing additional accommodation for the increasing numbers attending the two State colleges may ere long have to be considered. The results of the different University, public, and other examinations will be found in their appropriate places, as also the explanations for the variations in expenditure and enrolment.

SECTION II.—CONTROLLING AGENCIES.

9. (1) In July 1889, Pandit Kesho Prasad Tiwari, one of the Assistant Inspectors of Schools, Oudh, on probation, was succeeded by Munshi Janki Prasad, head-clerk, office of the Inspector of Schools, 2nd Circle.

(2) In August 1889 a new post of Mathematical Lecturer was created in the Muir Central College, and Babu Ram Nath Chatterji, M.A., a Professor in the Agra College, was appointed to it.

(3) In December 1889 Mr. Hill returned from furlough, and Bábu Abhaya Charan Sanyal, M.A., who succeeded Mr. Holt as a temporary arrangement, having been relieved by Mr. Hill, reverted to his post of Assistant Professor of Physical Science, Queen's College, Benares.

(4) In February last Mr. K. Deighton, Inspector of Schools, Rohilkhand Division, and Inspector of European Schools in the North-Western Provinces and Oudh, retired from the service, in consequence of which Mr. W. N. Boutflower, Professor of Mathematics in the Muir Central College, Allahabad, was promoted from the 3rd grade of Educational Officers to the 2nd grade, and Dr. G. Thibaut, Professor of English Literature in the Muir Central College, from the 4th grade to the 3rd.

10. There is a marked distinction between the more immediate controlling agencies of the North-Western Provinces and Oudh in the matter of vernacular schools. In Oudh the whole of each district is inspected by a Deputy Inspector, whilst in the North-Western Provinces as a rule part of a district is under a Deputy Inspector, and part under a Sub-Deputy Inspector, and these two officers do not always work in unanimity. The majority of the districts of the North-Western Provinces contain too many schools to be inspected by one local officer as in Oudh, and I therefore consider it would be better, if feasible, to do away with the Sub-Deputy Inspectors altogether, and to appoint two Deputy Inspectors to those districts of the North-Western Provinces that have more schools than can be inspected by one. Many of the present Sub-Deputy Inspectors appear to be efficient officers, and I would place them if practicable in independent charge of the schools they now have to visit.

SECTION III.—UNIVERSITY EDUCATION.

11. This year all the candidates from these Provinces went up for the Allahabad University Examinations with the exception of some from the Agra and Canning Colleges who went up for those of the Calcutta University. The three following tabular statements give the results of these latter examinations :—

CALCUTTA UNIVERSITY EXAMINATIONS.

M. A. Examination.

Institution.	English.			History.			Total.		
	Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.	Number of candidates.	Number passed.	Percentage.
Agra College	3	1	33	1	1	100	4	2	50

B. A. Examination.

Institution.	Number of candidates.	Number passed.	Percentage.
Agra	4	3	75

B. L. Examination.

Institution.	Number of candidates.	Number passed.	Percentage.
Agra College	2	1	50
Canning College	2	1	50

At the B. A. Examination of the Calcutta University Satis Chandra Bandopadhyay, a student of the Agra College, stood first in order of merit in English Literature. The Girls' High School, Allahabad, sent up two girls for the First Examination in Arts of the Calcutta University and passed both of them.

12. The following table compares the average monthly number of students on the rolls of the English Arts Colleges and College Departments of Collegiate Schools during the years 1888, 1889, and 1890 respectively :—

English Arts Colleges and Collegiate Schools.

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March.		
		1888.	1889.	1890.
State Colleges ...	Muir Central, Allahabad	171	177	205
	Queen's, Benares	95	92	135
Aided Colleges ...	Agra, Agra	97	137	175
	Canning, Lucknow	128	120	164
	Muhammadan Anglo-Oriental, Aligarh ...	47	60	61
	Bareilly, Bareilly ...	45	56	70
State Collegiate School.	Fyzabad Zila, Fyzabad ...	18	24	30
Unaided Collegiate Schools.	London Mission, Benares ...	16	20	22
	St. John's, Agra ...	14	20	29
	Ramsay, Almora ...	7	8	10
	St. George's, Mussoorie ...	3	2	2
	Diocesan Girls', Allahabad ...	1	2	1
	St. Peter's, Agra ...	8	...	3
	Total ...	650	718	907

The aggregate numbers of self-supporters at the close of the three years were 378, 456, and 667 respectively. The aggregate average monthly enrolment rose from 718 to 907, the increase being more particularly marked in the Muir, Queen's, Agra, Canning, and Bareilly Colleges. Additional accommodation is much needed in the Muir College. The following extract is from the Principal's report: "Two great needs of Muir Central College at present are two class-rooms large enough to contain from 100 to 120 students or more apiece, the junior classes having altogether outgrown the existing class-rooms intended to seat only 50 or 60 students; and hostelries in which Hindu and Muhammadan students could live more or less apart under the visitation and general supervision of the Principal and Professors of the College. At present the larger classes have to be taught in the convocation hall of the University or in corridors, both of which are very unfit for the purpose. Very many applications for admission to the boarding-houses have to be rejected for want of accommodation, thus retarding the growth and increased utility of the College." From Mr. Wright's report it also appears that the lecture-rooms of the Benares College can hardly accommodate more than the present number of students.

13. The following is a comparative statement for the three last years of the aggregate direct expenditure on the six English Arts Colleges :—

English Arts Colleges.

	1888.	1889.	1890.
	Rs.	Rs.	Rs.
From public funds	1,09,784	1,12,199	1,12,551
„ municipal funds	6,395	8,193	6,850
„ fees	17,947	21,231	30,008
„ other sources	48,194	50,636	52,503
Total ...	1,82,320	1,92,259	2,01,912

The increase in the expenditure was Rs. 9,653. Of this amount Rs. 3,716 was on account of the two State Colleges. This latter increase was partly due to the appointment of a Mathematical Lecturer to the Muir College, and partly to the higher salary drawn by the Principal of the Benares College, otherwise the increase of Rs. 3,599 in their fee income would have diminished the expenditure on them from public funds. The following statement compares for the three last years the expenditure from public funds on each of the five principal colleges :—

English Arts Colleges.

Class of college.	Name of college.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1888.	1889.	1890.	1888.	1889.	1890.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central ...	54,261	48,575	47,703	317	274	233
	Queen's	20,662	28,143	29,125	217	306	216
	Total ...	74,923	76,718	76,828	282	285	226
Aided ...	Canning	16,088	15,454	15,227	126	129	93
	Agra	7,000	7,000	7,000	72	51	40
	M. A.-O., Aligarh ...	6,000	7,100	7,200	128	118	118
	Total ...	29,088	29,554	29,427	107	93	74
	GRAND TOTAL ...	1,04,011	1,06,272	1,06,255	193	181	144

14. In this paragraph are given some tables showing the results of the Allahabad University Examinations :—

Allahabad University M. A. Examination.

Institution.	Subjects of examination.											
	English.			Mathematics.			Mental and Moral Science.			Physical Science.		
	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
Muir College ...	6	4	67	...	...	...	...	...	...	1	1	100
Canning „ ...	...	...	...	1	1	100	...	...	...	...	...	...
Agra „ ...	1	1	100	...	...	...	1	...	...	...	...	...
Aligarh M. A.-O. College.	1	...	...	...	...	...	...	...	...	...	...	...
Total ...	8	5	63	1	1	100	1	...	...	1	1	100

Allahabad University B. A. Examination.

College.	Candidates.	Passed.	Percentage of passes.	Number of failures in					
				English.	Mental and Moral Science.	Mathematics.	Second Language.	Physical Science.	Aggregate.
Muir	17	7	41	2	8	1	2	...	8
Agra	25	14	56	1	11	...	3	...	9
Queen's ...	9	7	78	...	...	...	2	...	...
Canning ...	9	9	100	...	...	...	...	...	...
Bareilly ...	8	3	38	1	2	1	2	2	3
Aligarh M. A.-O. ...	4	2	50	...	2	...	...	...	2
Total ...	72	42	58	4	23	2	9	2	22

The Canning College sent up nine candidates to the B. A. Examination, and all of them passed. Queen's College also acquitted itself with credit. The greatest number of failures occurred in mental and moral science. The number of failures in the aggregate, however, was hardly less.

The following table gives the results of the B. A. Examination with reference to the A and B Courses :—

Allahabad University B. A. Examination.

College.	Course A.						Course B.					
	Candidates.	Passed in			Total.	Percentage.	Candidates.	Passed in			Total.	Percentage.
		First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Muir ...	14	1	2	2	5	36	3	...	2	...	2	67
Agra ...	21	1	4	5	10	48	4	...	3	1	4	100
Queen's ...	7	1	2	2	5	71	2	...	2	...	2	100
Canning ...	8	...	4	4	8	100	1	...	1	...	1	100
Bareilly ...	5	...	1	1	2	40	3	...	...	1	1	33
Aligarh M. A.-O....	4	...	2	...	2	50	...	...	...	...	...	...
Total ...	59	3	15	14	32	54	13	...	8	2	10	77

Allahabad University Intermediate Examination.

Class of institution.	Name of institution.	Candidates.	Passed in			Total.	Percentage.
			First Division.	Second Division.	Third Division.		
Colleges.	Muir	78	3	6	39	48	62
	Canning	62	...	7	32	39	63
	Queen's	45	...	3	23	26	58
	Agra	55	1	11	19	31	56
	Aligarh M. A.-O.... ...	29	...	1	8	9	31
	Bareilly	30	1	3	12	16	53
	Total ...	299	5	31	133	169	57

Allahabad University Intermediate Examination—(concluded).

Class of institution.	Name of institution.	Candidate	Passed in			Total.	Percentage.
			First Division.	Second Division.	Third Division.		
Collegiate schools.	Fyzabad Zila	19	...	4	9	13	68
	St. John's	13	...	1	8	9	69
	London Mission	10	...	...	6	6	60
	Ramsay	5	...	...	2	2	40
	Christian, Lucknow ...	6	...	...	3	3	50
	Total ...	53	...	5	28	33	62
	GRAND TOTAL ...	352	5	36	161	202	57

The figures entered in the column of passes in the third Division include those students who were re-examined this year and passed in those subjects in which they last year failed.

The more successful institutions in the Intermediate Examination were the Muir and Canning Colleges and the Collegiate Schools of Fyzabad and St. John's. The Agra and Queen's Colleges may also be noticed. The greatest number of failures occurred in English. Of the 78 candidates from the Muir College only three failed in mathematics, a result much to the credit of the late Mathematical Lecturer, Bábu Ram Nath Chatterji.

Allahabad University Intermediate Examination.

Aggregate number of candidates.	Number of failures in						Percentage of failures in					
	English.	Mental and Moral Science.	Mathematics.	Second Language.	History.	Aggregate.	English.	Mental and Moral Science.	Mathematics.	Second Language.	History.	Aggregate.
352	105	19	41	43	31	85	30	5	12	12	9	24

Of the 352 candidates, 6 were absent from the examination.

Inter-College Rules.

15. The inter-college rules referred to in paragraph 22 of last year's report were introduced into aided colleges in July 1889. These rules appear to have worked satisfactorily.

Oriental Colleges.

16. Under the head of Oriental Colleges are included the Oriental Department of the Canning College and the State Sanskrit College at Benares.

The following statement refers to the former:—

Oriental Department of the Canning College.

Number of students on 31st March 1889, reading				Number of students on 31st March 1890, reading			
Arabic.	Persian.	Sanskrit.	Urdu or Hindi.	Arabic.	Persian.	Sanskrit.	Urdu or Hindi.
27	13	15	29	30	29	22	9

Twenty-five candidates were sent up to the Panjáb University Examinations and 14 passed, one in the Fazil Examination, one in the Shastri, six in the Middle Grade Examination, and six in the Lower Grade. Of the nine candidates that appeared for the Benares Sanskrit Examinations one passed the Madhyama Pariksha and one the Prathama.

Mulla Examination.

Five candidates appeared at the Mulla Examination of the Muir Central College. Two of them passed.

State Sanskrit College, Benares.

The number of students on the rolls at the close of the year under review was 430, or 43 less than the number at the close of the previous year. It appears that some students usually leave the college towards the close of the year in order to avoid the final examinations. The results of these examinations were as follows :—

Prathama	35	candidates passed out of ...	...	107
Madhyama	16	ditto ...	...	38
Madhyama graduated course	49	ditto ...	...	86
Acharya ditto	39	ditto ...	...	53

The number of foreign examinees rose this year from 53 to 84. The poor percentage of passes in the Prathama was again due to deficiency in composition.

17. The following statement refers to the law classes established in some of the colleges :—

Law Departments of Colleges.

College.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.			
			Bachelor of law.	High Court vakil.	Upper subordinate.	Total.
Muir	115	13	4	...	3	7
Canning	134	26	2	5	3	10
Queen's	41	2	2	...	...	2
Bareilly	34	1	...	...	...	...
Agra	51	10	2	...	2	4
Aligarh M. A. O.	21	...	...	...	...	...
Total ...	396	52	10	5	8	23

SECTION IV.—SCHOOL EDUCATION, GENERAL.

18. The following table compares the results of the Allahabad University Examinations of 1889 and 1890 :—

The Allahabad University Entrance Examination.

Class of school.	1889.						1890.					
	Number of candidates.	Passed in Division			Total.	Percentage of passes.	Number of candidates.	Passed in Division			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State	463	74	157	100	331	71	437	47	128	94	269	62
Aided... ...	476	35	108	121	264	55	569	30	110	113	253	44
Unaided ...	52	2	16	10	28	54	33	2	3	5	10	30
Total ...	991	111	281	231	623	63	1,039	79	241	212	532	51

The year under report compares unfavourably with the previous year, for the number of passes in each Division was less, though the total number of candidates was greater. The examination, however, was conducted with greater strictness this year than last, when it was inaugurated. The State schools again take the lead with 62 as

their aggregate percentage of passes. The names of the unaided schools are noted below :—

1. Kayesth Pathsala, Allahabad.
2. National Academy, Lucknow.
3. Albert Institution, Lucknow.

The schools named in the following statement distinguished themselves in the examination of 1890, and amongst them it will be observed that those of Oudh take a prominent position :—

C

The Allahabad University Entrance Examination of 1890.

Circle.	School.	Number of candidates.	Passed in Division.			Total number of passes.	Percentage of passes.
			I.	II.	III.		
First	Aligarh Zila High School	18	4	8	1	13	72
	Muttra ditto	9	...	4	3	7	78
Second	Sitapur ditto	6	1	3	1	5	83
	Hardoi ditto	10	1	5	3	9	90
	Fyzabad ditto	19	1	4	8	13	68
	Rae Bareli ditto	12	...	3	6	9	75
	Sultanpur ditto	12	2	4	2	8	67
	Lucknow Jubilee High School	17	1	8	3	12	71
	Bareilly Zila High School	33	3	15	7	25	76
Third	Jaunpur ditto	6	...	5	1	6	100
	Fatehpur ditto	15	2	5	5	12	80
	Bánda ditto	12	2	5	1	8	67
	Benares B. P. School	10	1	5	3	9	90
	Allahabad A. B. P. School	10	2	6	1	9	90
	Total	189	20	80	45	145	77

The Benares Collegiate School sent up 43 candidates of whom 11 passed in the first division, 10 in the 2nd, and 10 in the 3rd. The Principal eulogises the teachers of the Entrance Class. The result was very creditable.

The following statement gives the names of those institutions that failed badly in the examination :—

The Allahabad University Entrance Examination of 1890.

School.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
Dehra Training School	4	...	...	
Meerut Cantonment School	3	...	...	
Mainpuri Mission School	7	...	...	
Lyall Collegiate School, Balrámpur	5	*1	20	
London Mission School, Benares	27	*1	4	
Total	46	2	4	

* In third division.

The following table compares the results of the Allahabad Entrance Examinations of 1889 and 1890 for the three educational circles of the united Provinces :—

The Allahabad University Entrance Examination.

Circle.	Class of school.	1889.						1890.					
		Number of candidates.	Passed in Division			Total.	Percentage of passes.	Number of candidates.	Passed in Division.			Total.	Percentage of passes.
			I.	II.	III.				I.	II.	III.		
First.	State ...	116	18	33	24	75	65	90	12	32	10	54	60
	Aided ...	164	16	44	46	106	65	190	11	40	38	89	47
	Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	280	34	77	70	181	65	280	23	72	48	143	51
Second.	State ...	163	20	54	37	111	68	178	12	53	43	108	61
	Aided ...	145	6	30	29	65	45	150	9	29	26	64	43
	Unaided ...	24	...	3	3	6	25	15	...	3	1	4	27
	Total ...	332	26	87	69	182	55	343	21	85	70	176	51
Third.	State ...	184	36	70	39	145	79	169	23	43	41	107	63
	Aided ...	167	13	34	46	93	56	229	10	41	49	100	44
	Unaided ...	28	2	13	7	22	79	18	2	...	4	6	33
	Total ...	379	51	117	92	260	69	416	35	84	94	213	51
	GRAND TOTAL ...	991	111	281	231	623	63	1,039	79	241	212	532	51

This year the aggregate percentage of passes in the case of the State Schools was much the same for each of the three circles, and the same may be said as regards the Aided Schools, though the latter percentage was much lower than the former. From unaided schools in the First Circle no candidates appeared. The percentage of passes in the case of the Unaided Schools in the other two circles was very low. The number of passes in Division I was much higher in the case of the Third Circle than in either of the two others.

The following table compares the percentages of success in each of the four subjects of examination :—

The Allahabad University Entrance Examination.

Class of school.	1889.				1890.			
	English.	Mathematics.	Second Language.	History and Geography.	English.	Mathematics.	Second Language.	History and Geography.
State	85	86	95	85	72	87	91	86
Aided	71	75	90	76	58	74	80	70
Unaided	67	63	94	69	55	70	76	61

The percentage of success in English was much lower this year than last for each class of school. In the other subjects the State Schools did well.

19. The following table compares the results of the Anglo-Vernacular Middle Examinations of 1889 and 1890 :—

The Anglo-Vernacular Middle Examination.

Class of school.	1889.						1890.					
	Number of candidates.	Passed in Division			Total.	Percentage of passes.	Number of candidates.	Passed in Division			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	1,071	40	352	180	572	53	1,238	38	405	249	692	56
Aided ...	1,015	13	277	174	464	46	1,373	13	270	256	539	39
Unaided* ...	706	2	78	65	145	21	781	1	68	89	158	20
Total ...	2,792	55	707	419	1,181	42	3,392	52	743	594	1,389	41

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The number of candidates exceeded the number that appeared last year by 600. Between the years 1884 and 1887 the number rose from 1,026 to 2,825, and then remained comparatively stationary for two years, but in 1890 rose to 3,392. The percentage of passes was less in 1890 than in the previous year in the case of the Aided Schools, somewhat higher in the case of the State Schools, and about the same in that of the Unaided Schools. The aggregate percentage of passes for the three classes of school was nearly the same in both years, being 41 in 1890 against 42 in 1889. The names of the private schools in these Provinces are noted below :—

1. Victoria School, Khurja.
2. Wesleyan School, Fyzabad.
3. Ikauna State School, Fyzabad.
4. Forbes' School, Fyzabad.
5. National Academy, Lucknow.
6. Queen's School, ditto.
7. Albert Institution, ditto.
8. Ferar Qaisri, Nánpára.
9. Mission School, Pilibhít.
10. Kayesth Pathsala, Allahabad.
11. City Night School, ditto.
12. Training Academy, ditto.
13. Boys' School, Dáraganj, ditto.
14. Rifah-i-am School, Kara.

The schools named in the following statement distinguished themselves in the examination of 1890 :—

The Anglo-Vernacular Middle Examination of 1890.

Circle.	School.	Number of candidates.	Passed in Division			Total number of passes.	Percentage of passes.
			I.	II.	III.		
First.	Saháranpur Zila High School ...	26	...	14	7	21	81
	Meerut ditto ...	70	2	18	21	41	59
	Farukhabad ditto ...	32	2	13	9	24	75
	Muzaffarnagar Zila Middle School	20	...	14	2	16	80
	Mainpuri ditto ...	20	1	8	5	14	70
	Kálpi ditto ...	6	...	...	6	6	100
	Lalitpur ditto ...	5	...	5	...	5	100
	Orman Middle School, Roorkee	7	...	3	2	5	71
	Cantonment Middle School, Meerut	6	...	1	4	5	86
	Sikandrabad Middle School	8	1	5	...	6	75
	Victoria High School, Agra ...	37	1	14	8	23	62
	Orai Middle School ...	10	...	4	5	9	90
Second.	Sitapur Zila High School ...	15	3	6	...	9	60
	Fyzabad ditto ...	44	1	13	19	33	75
	Bareilly ditto ...	82	4	44	16	64	78
	Moradabad ditto ...	61	...	20	17	37	61
	Sháhjahánpur ditto ...	22	1	9	6	16	73
	Bijnor Zila Middle School	16	3	7	2	12	75
	Budaun ditto ...	21	3	8	8	19	90
	Do. Mission Middle School	5	1	4	...	5	100
	Lodhipur ditto ...	10	...	5	4	9	90
Third.	Fatehpur Zila High School ...	24	1	7	10	18	75
	Cawnpore ditto ...	64	3	22	17	42	66
	Hamírpur Zila Middle School	8	...	7	1	8	100
	Bengali-tola Preparatory School, Benares ...	17	...	4	10	14	82
	Church Mission School, Basti	16	...	8	4	12	75
	Total ...	652	27	263	183	473	73

The following statement gives the names of those institutions that failed badly in the examination :—

The Anglo-Vernacular Middle Examination of 1890.

School.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
* Dehra Training School	11	...	...	* Failed badly also in the Allahabad University Entrance Examination.
Church Mission High School, Rájá-ka-bazar Lucknow,	12	2	17	
A. M. Mission School, Nakhas...	14	2	14	
Khatri Pathsala, Lucknow	8	1	13	
Thompsonganj A. M. School, Sitapur	5	1	20	
A. M. School, Khairabad	5	1	20	
Mission School, Sambhal	4	1	25	
Ditto, Pauri	11	...	...	
Colonelganj Anglo-Vernacular School, Allahabad ...	26	3	12	
City Anglo-Vernacular School, Allahabad	53	9	17	
City Mission School, Jaunpur	36	7	19	
Mission School, Chunár	9	2	22	
Haris Chandra's School, Benares	6	1	17	
Total ...	200	30	15	

The following table compares the results of the Anglo-Vernacular Middle Examinations of 1889 and 1890 for the three Educational Circles of the united Provinces :—

The Anglo-Vernacular Middle Examination.

Circle.	Class of school.	1889. Number of candidates.	1889. Passed in Division I.	1889. Passed in Division II.	1889. Passed in Division III.	1889. Total.	1889. Percentage of passes.	1890. Number of candidates.	1890. Passed in Division I.	1890. Passed in Division II.	1890. Passed in Division III.	1890. Total.	1890. Percentage of passes.	Remarks.
						Rs.						Rs.		
First.	State	323	20	107	46	173	54	355	8	126	69	203	57	
	Aided	335	6	108	56	170	51	446	5	111	93	209	47	
	Unaided* ...	175	1	28	15	44	25	220	...	23	27	50	23	
	Total ...	833	27	243	117	387	46	1,021	13	260	189	462	45	
Second.	State	383	7	114	63	184	48	460	16	164	106	286	62	
	Aided	266	3	59	34	96	36	338	2	60	65	127	38	
	Unaided* ...	234	...	25	17	42	18	246	...	16	30	46	19	
	Total ...	883	10	198	114	322	36	1,044	18	240	201	459	44	
Third.	State	365	13	131	71	215	59	423	14	115	74	203	48	
	Aided	414	4	110	84	198	48	589	6	99	98	203	34	
	Unaided* ...	297	1	25	33	59	20	315	1	29	32	62	20	
	Total ...	1,076	18	266	188	472	44	1,327	21	243	204	468	35	
	GRAND TOTAL ...	2,792	55	707	419	1,181	42	3,392	52	743	594	1,389	41	

* The figures entered opposite this class of school include private candidates and candidates from private schools.

This year the State Schools of the 2nd Circle take the lead in the percentage of passes and also in the number of passes in Division I. Last year the 3rd Circle excelled in the former respect and the 1st Circle in the latter. As regards the percentage of passes the Aided Schools of the 1st Circle take priority both years of the corresponding schools in the other Circles.

The following table compares the percentages of success in each of the five subjects of examination :—

The Anglo-Vernacular Middle Examination :—

Class of school.	1889.					1890.				
	English.	Mathematics.	Second Language.	History and Geography.	Science.	English.	Mathematics.	Second Language.	History and Geography.	Science.
State	67	72	74	86	89	85	60	76	87	95
Aided	60	62	70	77	85	74	44	61	67	85
Unaided*	37	32	50	55	65	54	27	47	55	77

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The most noticeable point in this table is the very increased percentage of passes this year in English for all the three classes of school. The Anglo-Vernacular Examination of 1890 was the first for which a definite course of English reading was prescribed, and this fact, as suggested by the Inspector of the 2nd Circle, may account for the year's success. On the other hand the percentage of passes in mathematics was much lower, more especially as regards the aided schools. In the case of the unaided schools this percentage was very low for both years.

The following table gives for the three last years the number of candidates that took up Urdu, Hindi, Persian, and Sanskrit respectively as their second language :—

The Anglo-Vernacular Middle Examination.

Year.	Number of candidates that took up as their second language.				Total number of candidates.
	Urdu.	Hindi.	Persian.	Sanskrit.	
1888	325	472	1,888	83	2,768
1889	329	445	1,870	148	2,792
1890	359	500	2,331	202	3,392

Each of the four second languages was taken up this year by a greater number of candidates, but the highest percentage of increase occurred in the case of Sanskrit, *viz.* 36.

20. The following statement gives the results of the Allahabad University Entrance and the Anglo-Vernacular Middle Examinations of 1890 for the three Aided Collegiate Schools :—

Aided Collegiate Schools.

School.	Number on the roll on the 31st March 1890.		Result of the Allahabad University Entrance Examination of 1890.			Result of the Anglo-Vernacular Middle Examination of 1890.		
	In high section.	In middle section.	Number of candidates.	Number of passes.	Percentage of passes.	Number of candidates.	Number of passes.	Percentage of passes.
Canning	87	...	59	29	49	...	...	...
Agra	112	175	59	37	63	74	36	49
Muhammadan Anglo-Oriental,	55	48	33	17	52	6	1	17
Total ...	254	223	151	83	55	80	37	46

State Anglo-Vernacular Schools.

21. The number of the State Anglo-Vernacular Schools was one less than for the previous year, and comprised the Benares Collegiate School, the Pilibhít Municipal School, and 36 zila schools, 38 schools in all Of these 38 schools 30 were high schools and 8 middle schools. The Saháranpur Zila School was raised to the high status during the year under report, and the Jhánsi Zila School was closed. The following table compares the aggregate monthly number of scholars on the rolls in each section of these high and middle schools during the past three years :—

State Anglo-Vernacular Schools.

Year.	High Schools.					Middle Schools.			
	High section.	Middle section.	Upper primary section.	Lower primary section.	Total.	Middle section.	Upper primary section.	Lower primary section.	Total.
1888 ...	750	1,593	1,743	1,494	5,580	314	376	528	1,218
1889 ...	915	1,944	1,861	1,515	6,235	253	267	344	864
1890 ...	905	1,984	1,784	1,320	5,993	213	220	305	738

High Schools.—The number of scholars in the high section remained much the same as for the previous year, but in the middle section there was an increase of 40 scholars. The numbers in the upper and lower primary sections decreased by 77 and 195 respectively. The decrease in the case of the upper primary section may perhaps be partly accounted for by the fact that from the 1st July 1889 the tuition fee for this section was raised by four annas, yet in many schools the numbers increased in this section, more especially in the Oudh schools.

Middle Schools.—In the case of the middle schools the number of scholars declined in each section. The raising of the Saháranpur School to the high status partly accounts for the decrease in the middle and upper primary sections, and the opening of the Branch School at Etah for the decrease in the lower primary section.

22. The following statement compares the fee-income of the State Anglo-Vernacular Schools for the years 1888-89 and 1889-90 :—

State Anglo-Vernacular Schools.

Circle.	1888-89.			1889-90.		
	Number of schools.	Average number of scholars on the rolls.	Fee-income.	Number of schools.	Average number of scholars on the rolls.	Fee-income.
First	13	2,019	21,914	12	1,911	22,612
Second	17	3,203	31,256	17	3,244	34,852
Third	9	2,642	29,937	9	2,478	29,443
Total ...	39	7,864	83,107	38	7,633	86,907

The fee-income rose in the 1st and 2nd Circles. The decrease in the 3rd Circle was confined to the Allahabad and Cawnpore Zila Schools in which the average number on the rolls fell off considerably. This decline in numbers at Allahabad was owing to the enforcement of stricter discipline and the higher fee levied in the upper primary section. The decline at Cawnpore arose from sanitary requirements.

23. Examination of the 2nd and 4th classes of the State and Aided Anglo-Vernacular Schools.

The 2nd and 4th Classes of the State and Aided Anglo-Vernacular Schools in Oudh have for some years past undergone a written examination by a Board of Examiners, and this year the practice was introduced into the 1st and 3rd Circles. In the case of the 1st Circle the examination had to be suddenly stopped as it was discovered that some of the examinees had surreptitiously obtained copies of the question-papers beforehand. In the 3rd Circle 123 scholars of the 2nd Class were examined and 98 received promotion, the corresponding numbers for the 4th Class

being 306 and 189 respectively. The schools of Rohilkhand had the same papers as those of Oudh. The Jubilee High School, Lucknow, and the Collegiate School, Bareilly, came out very well in the 2nd Class Examination.

24. The following table compares the results for the two past years of the Inspectors' Examinations of the 5th and 7th Classes of the Zila Schools, commonly called the Upper and Lower Primary Examinations :—

Upper and Lower Primary Examinations.

Circle.	1888-89.				1889-90.			
	Upper primary examination.		Lower primary examination.		Upper primary examination.		Lower primary examination.	
	Number of examinees.	Percentage of passes.	Number of examinees.	Percentage of passes.	Number of examinees.	Percentage of passes.	Number of examinees.	Percentage of passes.
First	206	57	288	56	175	69	236	62
Second	368	69	534	61	386	60	496	64
Third	233	61	359	64	230	75	325	73
Total ...	807	64	1,181	61	791	66	1,057	66

The total percentages were somewhat higher for the year under review in both examinations.

25. The subjoined statement shows the expenditure on Anglo-Vernacular Secondary Schools during the year under report.

Anglo-Vernacular High and Middle Schools, 1889-90.

Class of school.	Number of schools.	Number of scholars on 31st March 1890.	Expenditure during the year 1889-90.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources.	Total.	Public funds.	Fees.	Other sources.	Public funds.	Total expenditure.
			Rs.	Rs.	Rs.	Rs.				Rs.	Rs.
State ...	38	7,701	1,66,361	86,907	4,888	2,58,156	64	34	2	21·6	33·5
Aided ...	76	13,217	1,35,717	82,632	91,340	3,09,689	44	27	29	10·3	23·4

26. The following table compares for the past three years the expenditure from different sources on the State Anglo-Vernacular Schools :—

Expenditure for the past three years on the State Anglo-Vernacular Schools.

Year.	Average monthly number on the rolls during the year.	Expenditure from			Total.	Incidence per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	Rs.
1888	7,636	1,65,798	80,064	5,984	2,51,846	33·0
1889	7,864	1,64,707	83,107	7,686	2,55,500	32·5
1890	7,633	1,66,361	86,907	4,888	2,58,156	33·7

The increase in the expenditure may be explained as follows :—

(1) The Saháranpur Zila School was raised to the high status on 1st July 1889.

(2) During part of the previous year the Bulandshahr, Fatehpur, and Pilibhít Schools were not high schools.

(3) In his annual returns for the year under report the headmaster of the Bareilly Zila School wrongly debited the whole of his salary to the School Department instead of debiting a portion of it as usual to the College Department. This error was discovered too late for correction.

27. The following table compares the average monthly number of scholars residing during the years 1888-89 and 1889-90 respectively in the boarding-houses attached to the Zila Schools :—

Boarding-houses attached to Zila Schools.

Circle.	Average monthly number of boarders during 1888-89.				Average monthly number of boarders during 1889-90.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Rs.
First	92	313	405	1,657	52	340	392	1,715
Second	78	297	375	1,725	67	315	382	1,931
Third	41	189	230	900	32	177	209	822
Total ...	211	799	1,010	4,282	151	832	983	4,468

During the year under review the average monthly number of scholarship-holders fell from 211 to 151, and the average monthly number of self-supporters rose from 799 to 832. The total number of boarders declined from 1,010 to 983. In the case of the third circle there was a decrease in the number of self-supporters. The regulations for the management of these boarding-houses approved under G. O. No. $\frac{370E.}{III-282}$, dated 15th March 1890, were issued to all the Chairmen of the District Boards with this office circular No. 24, dated 3rd April 1890. The detailed rules referred to in articles 14 and 15 of these regulations are still under consideration. These rules from the nature of the case cannot well be the same for all the boarding-houses alike, but a circular has lately been issued from this office to the Chairmen of the District Boards with a view to compassing this desideratum as far as may be found possible. The following is a summary description of the different boarding-houses.

(1) *Saháranpur.*—A brick building belonging to Government. It consists of 12 dormitories ranged in a line with a reading room in the centre. Each of these dormitories is occupied by three boarders, and they are confessedly crowded, but it is a case of one boarder or three boarders to a dormitory, for two are not allowed unless they are brothers. Each dormitory has a ventilator in the roof, but another is needed in the hind wall. Early in the year the number of boarders rose to 46, in consequence of which the reading-room was also used as a dormitory, but it was afterwards found necessary to use it as a class-room, whereupon the boarders occupying it hired a house for themselves in the town and are still living there. I do not think any boarders should be allowed to live away from the boarding-house proper where the Superintendent resides. There is no great inconvenience perhaps in using the reading-room of a boarding-house as a class-room, but at night it should always be at the disposal of the boarders for private study. All the 36 boarders were self-supporters.

(2) *Muzaffarnagar.*—A good rented building in the town. Rent defrayed by the boarders who number 41, of whom 40 were self-supporters.

(3) *Meerut.*—A Government brick building forming three sides of a rectangle. Consists of 34 dormitories each occupied by one boarder except in the case of brothers. At the end of one of the wings is a reading-room. The two wings have lately been joined by a wall to the house of the Superintendent, which stands in the middle of the fourth side of the rectangle. In this wall are two gates. The accommodation is not equal to the demand, a remark that may be made of so many boarding-houses that I shall not repeat it. Of the 32 boarders, 29 were self-supporters.

(4) *Bulandshahr.*—A Government brick building accommodating 40 boarders. Fourteen others lived in a rented building. Of these 54 boarders 45 were self-supporters. The Játs of the district purpose erecting another boarding-house I hear for the special accommodation of Ját boys.

(5) *Aligarh.*—A fine Government brick building capable of accommodating about 100 boarders. It is in the form of a quadrangle. The fourth side of this quadrangle should be closed by a wall with gates as in the case of Meerut. A reading-room, a Superintendent's house, and a bathing platform are required. A house for the Superintendent and a reading-room are now under the consideration of the District Board. A metalled causeway leading from the boarding-house to the school is also required, as the ground between them is low and covered with water during the rains. The average number of boarders was 65, of whom 58 were self-supporters.

(6) *Muttra.*—A Government brick building. Out-offices and a house for the Superintendent are much needed. The Superintendent lives at present in a hired building at some distance from the boarding-house, and cannot therefore exercise the necessary amount of supervision. The number of boarders was 26, of whom 18 were self-supporters. Some of the out-offices are defective.

(7) *Etah.*—Of the 22 boarders 19 lived in a house situated within the school compound and belonging to the Rájá of Bilrám.* Three others resided in a small bungalow situated at some little distance from the school, and occupied also partly by the branch school and partly by the Superintendent. There is a piece of nuzúl land adjoining the school compound on which a house for the Superintendent could be built. The out-houses of this boarding-house are not satisfactory. Of the 22 boarders 18 were self-supporters.

* Rájá Shankar Singh Bahadur.

(8) *Mainpuri.*—Government brick building. A house for the Superintendent is needed. A wall on one side of the very small compound to complete the enclosure is also needed. The building is located in the heart of the town. Of the 19 boarders 16 were self-supporters.

(9) *Farukhabad.*—Government building consisting of two lines of dormitories on each side of the school. The average number of boarders was 41, of whom 32 were self-supporters. The building is quite within the town. The compound is too small for cricket.

(10) *Etáwah.*—Government building in the form of a quadrangle with a small building in the centre used as a reading-room. The Superintendent's house is in the front of the quadrangle on one side of the entrance gate. The building is within the town at some little distance from the school. Some of the out-offices are unsatisfactory. Of the 33 boarders 30 were self-supporters.

(11) *Lalitpur.*—The smallest boarding-house in the First Circle. Only 9 boarders, all self-supporters. No fee on account of rent is taken from any of them.

(12) *Kálpi.*—The zila school here was closed at the end of the year. The boarding-house was a mud building situated within the school compound. The number of boarders was 14, of whom 5 were self-supporters.

(13) *Bara Banki.*—A nuzúl building, unsuitable, and nearly two miles distant from the school. There is hope of a more suitable building being erected near the school and the cricket ground. Of the 15 boarders 12 were self-supporters.

(14) *Unao.*—A former dispensary, fairly suitable. The average number of boarders was 10, all self-supporters.

(15) *Sitapur.*—Rather better than the majority in Oudh, but far inferior to those in Rohilkhand. There is no reading-room. Of the 14 boarders 10 were self-supporters.

(16) *Hardoi.*—Formerly an old distillery. It is now somewhat suitable and is quite full. Its distance from the school is not inconveniently great. Of the 18 boarders 14 were self-supporters. There is no reading-room.

(17) *Lakhimpur.*—A good building though small, and near the school and the cricket ground. It has been recently erected. Of the 7 boarders 5 were self-supporters.

(18) *Fyzabad.*—The boarders reside in a portion of a former opium godown. The Inspector of Schools reports that if the whole of this godown could be

made over to the Educational Department the accommodation would be sufficient. The plan of the building is suitable on the whole and the site excellent. Of the 29 boarders 27 were self-supporters.

(19) *Gonda.*—A good building of its kind, but there is no reading-room. Of the 13 boarders 11 were self-supporters.

(20) *Bahraich.*—A small building was erected a few years ago capable of accommodating some 8 or 10 boarders. Of the 4 boarders 3 were self-supporters.

(21) *Rae Bareli.*—A very good building, the cost of which was chiefly defrayed from an endowment by the Simri estate in the Rae Bareli District. The reading-room is too small and it is neither sufficiently lighted nor sufficiently ventilated. Of the 29 boarders 17 were self-supporters.

(22) *Sultanpur.*—A neatly constructed building, very recently erected. The old boarding-house was abandoned. Of the 8 boarders 7 were self-supporters.

(23) *Partabgarh.*—The building was erected some six years ago. It has been recently enlarged, the cost of the enlargement being defrayed from private subscriptions. Of the 29 boarders 28 were self-supporters.

(24)—(29). Of the Rohilkhand boarding-houses the Inspector of Schools writes thus:—"In the four districts of Bijnor, Moradabad, Budaun, and Bareilly, and especially in the last, the boarding-houses are handsome and substantial buildings..... At Pilibhít there is scarcely any boarding-house at present, since the school itself has only lately become a zila school. At Sháhjahánpur the accommodation is good, but not equal to that at Moradabad, Budaun, or Bareilly. When I visited Budaun, a large addition was being made to the existing boarding-house." The proportion of self-supporters to the number of boarders in each of these buildings was as below:—

Bijnor	...	26	out of	27	Bareilly	...	70	out of	76
Moradabad	...	44	„	46	Sháhjahánpur	...	7	„	18
Budaun	...	24	„	33	Pilibhít	...	0	„	6

(30) *Allahabad.*—Consists of two lines of brick barracks with tiled roofs and a very narrow verandah on one side only. The heat during the months of May and June is intense, while during the rains the close atmosphere of the dormitories is almost unbearable. Of the 12 boarders 10 were self-supporters.

(31) *Fatehpur.*—The present building has long been condemned, consisting as it does of a double row of mud cells insufficiently lighted and with no ventilation. A new boarding-house, however, capable of accommodating 40 boarders has been sanctioned, and the materials were being collected. The site adjoins the school. Of the 23 boarders 21 were self-supporters.

(32) *Cawnpore.*—The most popular and successful of all the boarding-houses in the Third Educational Circle. Its management has now been taken over by the District Board. Formerly it was under the control of the Educational Department. The additions to the present quarters, for which sanction was long since obtained, had not been commenced at the time of the Inspector's visit. The Inspector has been addressed on the subject. Of the 36 boarders 34 were self-supporters.

(33) *Hamírpur.*—This zila school had up to the time of the last inspection been without any regular boarding-house, but a site had then been cleared and the new building begun. It will probably suffice for 30 boarders. A portion of it was to be allotted for Muhammadan boys. The plan included quarters for a Superintendent. Of the three boarders all were self-supporters.

(34) *Bánda.*—The boarders reside in a building called the Kankar Kothi. The average number of boarders was 12, all of them self-supporters. This boarding-house has not turned out as successful as was expected.

(35) *Jaunpur.*—Contains eight small rooms each intended to accommodate 3 boarders. Some annoyance is caused by the close proximity of an objectionable shop. An attempt is now being made by the district authorities to run a wall between this shop and the boarding-house. Arrangements were being made for the erection of another line of dormitories for the accommodation

of an equal number of Muhammadans. It was expected, though, that this otherwise desirable addition would greatly take from the very limited play-ground. Of the 18 boarders 10 were self-supporters.

(36) *Mirzapur.*—A native building, good of its kind, but in the heart of the city. The Superintendent's quarters are separated from this building by a wall of division. A door of communication should be constructed in the latter. Of the 20 boarders 15 were self-supporters.

(37) *Ballia.*—Consists of two ranges of chaukis that can accommodate some 30 boarders. Last October a Superintendent and some additional servants were engaged, and it is expected during the current year the number of inmates will greatly increase. Of the 19 boarders 17 were self-supporters.

(38) *Queen's Collegiate School, Benares.*—The Superintendent is the Headmaster, but a resident Assistant Superintendent was appointed on 1st April 1889, and towards the end of that year three prefects were appointed. The Superintendent thinks the system will work well. The number of boarders on 31st March 1890 belonging to the school was 68. The year was noteworthy for the progress made by the boarders in outdoor games and athletics. A Corporal from the British regiment stationed at Benares was engaged for three months during the cold weather to instruct them in the latter.

The above information regarding the zila school boarding-houses has been gathered from the annual reports of the Circle Inspectors, but in the case of the First Circle I have also written from my own personal knowledge. There is no doubt that the zila school boarding-house is a most popular institution, and I have no hesitation in saying that, as far as I have seen, the management and supervision have been good. The only two boarding-houses that do not appear to have progressed are those of Allahabad and Bánda. The Inspector explained the reasons of the ill success of the former in his annual report for the previous year (*vide* page 30 of the Director's annual report for 1888-89) and those reasons still exist. Of Bánda, however, he last year wrote in encouraging terms, but his expectations have not been realised. From 1st April 1889 no halkabandi boys were allowed to hold scholarships at the zila school, and this was one cause of the decline in the number of boarders. Since the close of the year under report the number has fallen to 6, which the Inspector attributes to the introduction of boarding-house rents.

From the foregoing remarks it will be seen that in two boarding-houses only, those of Pilibhít and Sháhjahánpur, did the number of stipendiaries exceed the number of self-supporters, the proportion in the majority of the remainder being greatly the other way. The aggregate average monthly number on the boarding-house rolls was 983 or 27 less than the number of the previous year, but I do not consider those in the First Circle are generally overcrowded. The exceptions are possibly the Government boarding-house of Saháranpur and the hired boarding-house at Bulandshahr. I may add indeed that the class-rooms of some of the school buildings have appeared to me to be more crowded than the dormitories of the boarding-houses. In the case of dormitories it has been laid down in the regulations for boarding-houses attached to zila schools that not less than 38 square feet should be allotted to each inmate.

Branches to zila schools.

28. For many years past in the Province of Oudh branch schools have been attached to the zila schools. At first these branches were purely vernacular schools, but by degrees their character was changed, and now they are all primary anglo-vernacular schools imparting instruction up to the seventh class standard of the zila schools. By means of these branches the zila schools are preserved from overcrowding, a point of great importance in all schools, more especially in high schools, and all the zila schools in Oudh, it should be observed, are of this status. These branches have also acted as excellent feeders to the Oudh zila schools, and hence some two years ago the system was introduced into the First Educational Circle. The number of branches in this circle during the year under report was five, one more having been opened at Etah. The Municipality of Muttra also started a branch school, and efforts are now being made to start some at Budaun and Sháhjahánpur. Like the majority of the Oudh branch schools these branches are maintained from three sources: (1) a Government grant, (2) a municipal grant, and (3) the fee income. Like the Oudh branches, too, these also confine themselves to the lower primary stage, but they do not teach, like the Oudh branches, up to the 7th class standard inclusive. As in Oudh, moreover, they are all located in rented buildings. The Inspector of the Second Circle has long been trying to get the four branches of the Fyzabad School supplied with suitable buildings, but funds have not been forthcoming. In the case of the branch schools of the First Circle some of the teachers draw a portion of their salaries from the fee income. The following statement shows the income and expenditure of these branches from the fees and fines for the year 1889-90 :—

Income and expenditure for the year 1889-90 *from the fees and fines of the Branch Schools attached to some of the zila schools in the First Circle.*

Branch school.	Number of scholars on the roll on 31st March 1890.	Number promoted during the year from the 8th class of the branch to the 7th class of the zila school.	Amount of fees and fines realised during the year.	Expenditure from fees and fines during the year.	Balance in hand of fees and fines on 31st March 1890.
			Rs.	Rs.	Rs.
Saharanpur ... ... {I ...	69	20	227	135	92
{II ...	49	17	168	89	79
Muzaffarnagar	92	33	470	300	170
Meerut	88	41	279	267	12
Etah	39	7	47	18	29

The balance at the end of each year does not lapse.

Physical Education.

29. The two following extracts are from the annual reports of the Second and Third Circle Inspectors.

(1) "The subject of athletic sports is closely connected with that of boarding-houses, as it is chiefly through the medium of boarding-houses that such sports can be introduced and popularized in schools, where they have not been previously known. In all boarding-houses it has been made a rule that no student can have the privilege of becoming an inmate unless he contributes to the recreation fund and takes part in the games. In Oudh the introduction of cricket and other athletic sports is a novelty, but one which is gaining new adherents every session. The first difficulty has been to procure cricket fields, and this difficulty has not yet been surmounted in Sitapur, Sultánpur, and Rae Bareli, and only very partially and imperfectly in Unao, Lakhimpur, Bahraich and Partabgarh. This partly arises from the fact, that when the sites for zila schools in Oudh were selected, some 20 years ago or more, no thought was taken either for boarding-houses or for cricket fields. The zila schools best supplied at present in Oudh are Hardoi, Gonda, Bara Banki and Fyzabad. The second difficulty has been to find some one in each school, who knew anything about cricket and could teach others.

In Rohilkhand cricket and athletic sports were more attended to in former times, and the Bareilly cricket club has acquired a reputation, to which it would be unnecessary to make any further allusion.

In one of the aided schools in Oudh, (the Lyall Collegiate School in Balrampur, Gonda District), special provision for cricket has been made through the good offices of the Agent, Major Anson. A man from Bareilly was appointed third master to the Balrámpur School and for teaching cricket he receives a special allowance of Rs. 40 a month from the Balrámpur estate."

(2) "In the last annual report of this office, it was observed that the introduction of physical sports and exercises, into the course of education in our Secondary Anglo-Vernacular schools, had been received with interest and success. Each addition to the curricula has proved not a mere passing novelty, but become an established and progressive feature in the general instruction. The example of the larger schools, in which the movement first principally began, has been followed, not merely by the smaller Government schools in more out of the way places, but has been taken up with enthusiasm by the aided schools also throughout the Circle, nor has this adoption or imitation been confined to more popular games as cricket and foot-ball. Paid teachers of athletic exercises have superintended at the parallel and horizontal bars as well as for training on the swing and trapeze; while drill instructors have improved the gait of the pupils and taught them more orderly methods of assembly and dismissal. It would seem also that the partial disapproval, which in the cases of some schools, was shewn by parents or guardians to this new branch of education, is already giving way, and crowds of visitors and friends assemble to witness the sport and exercises, not merely in the larger towns as Cawnpore, but also in smaller and more backward

places, to wit Ballia and Bánda. The difficulty arising from the necessarily cramped and insufficient space afforded as a playground to schools situated in the midst of populous cities is being overcome. In most cases the local authorities have made over to schools for the purpose, plots of ground at a not inconsiderable distance from the school and on the city confines."

The annual inspection of each zila school in the First Circle closed with outdoor games and sports at all of which the Inspector was present. The numbers really taking an interest in them had increased since the previous year, and greater dexterity was manifested. Cricket still appeared to be the favourite game.

The Inspector witnessed a few cricket matches and was much struck with the quiet and business-like manner in which the different teams went to work. Wrestling takes greatly with the boys. Considerable progress had been made on the horizontal and parallel bars. Games and athletics had also recieved much attention in many of the aided schools.

School Furniture.

30. A portion of the annual contingent allotment to each zila school is usually expended in repairing the existing furniture and in purchasing new, but the sum thus expended is small. No outlay on furniture was met from the fee-increments of the schools as the aggregate increment fell short of other expenditure debitable to this increment that had already been sanctioned by Government. It is needless almost to remark that large sums could advantageously be spent on furniture alone. Some schools are in greater need of it than others, and amongst the former may be mentioned more especially the one at Fatehpur.

Aided Anglo-Vernacular Schools.

31. The number of aided Anglo-Vernacular Schools was 76, or six more than for the previous year. Of these 76 schools 35 were high and 41 middle schools. The number under missionary management was 39 of which 22 were of the high status. The following statement compares the aggregate number of scholars on the rolls in each section of these aided schools at the close of the years 1888, 1889, and 1890 respectively :—

Aided Anglo-Vernacular Schools.

Year.	Number of scholars on the rolls on 31st March.				
	High section.	Middle section.	Upper primary section.	Lower primary section.	Total.
1888	848	2,519	2,689	7,099	13,155
1889	923	2,606	2,637	6,391	12,557
1890	1,000	2,816	2,668	6,733	13,217

The increase of six schools is thus explained. Nagina and Chandausi were raised to the middle status, whilst the Hindu High School of Almora and the Subscription Schools of Sikandrábad and Kásganj, with the Jubilee School of Mirzapur, were this year brought under the code. The increase in the number of schools may be assumed as part cause of the increase in the number of scholars.

32. The following table compares the results of the Vernacular Middle Examinations of 1889 and 1890 :—

The Vernacular Middle Examination.

Class of school.	1889.						1890.					
	Number of candidates.	Passed in Division.			Total.	Percentage of passes.	Number of candidates.	Passed in Division.			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	2,634	610	910	242	1,762	67	2,256	183	721	355	1,259	56
Aided ...	240	19	70	16	105	44	199	2	42	21	65	33
* Unaided ...	1,566	72	227	98	397	25	2,090	29	161	186	376	18
Total ...	4,440	701	1,207	356	2,264	51	4,545	214	924	562	1,700	37

* The figures entered opposite this class of school include private candidates and candidates from private schools.

The remark of the Director in paragraph 30 of his last annual report that the larger proportion of success in 1889 was due to the lenience of some of the examiners rather than to any improvement in the quality of the candidates seems borne out by the results of the examination of the year under report. The percentage of passes in 1890 was far lower for each class of school, and the total number of passes fell from 2,264 to 1,700, although the number of candidates was greater. The number of candidates from the State and Aided Schools however was less than for last year. The circumstance to be most regretted is the decrease in the percentage of scholars from the State Schools that passed in Division I, being 8 only for the year 1890 against 23 for 1889.

The names of the private schools in these provinces are given below :—

1. Municipal School, Etáwah.
2. Kayasth School, Etáwah.
3. Jaunpur Municipal School.
4. Jaini Pathsala, Muzaffarnagar.
5. Wesleyan Mission, Akbarpur, Fyzabad.
6. Nanpara Ferrar Qaisari School, Bahraich.
7. Boundi School, Bahraich.

The following table compares the results of the Middle Vernacular Examinations of 1889 and 1890 for the State Middle Schools of the several divisions :—

The Vernacular Middle Examination.

Division.	1889.						1890.					
	Number of candidates.	Passed in Division.			Total.	Percentage of passes.	Number of candidates.	Passed in Division.			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
Meerut ...	462	73	152	57	282	61	408	17	90	68	175	43
Agra ...	379	75	129	51	255	67	277	24	94	45	163	59
Jhánsi ...	50	18	21	...	39	78	34	8	7	2	17	50
Oudh ...	423	163	135	20	318	75	425	61	177	65	303	71
Rohilkhand ...	421	59	133	53	245	58	313	12	68	57	137	44
Kumaun ...	35	9	14	1	24	69	34	..	4	4	8	24
Allahabad ...	432	93	160	36	289	67	454	24	153	72	249	55
Benares ...	432	120	166	24	310	72	311	37	128	42	207	67
Total ...	2,634	610	910	242	1,762	67	2,256	183	721	355	1,259	56

This table includes Middle Halkabandi Schools. It has been prepared from the returns furnished by the President of the Board of Examiners. It will be seen that the decline in the percentage of passes was considerable in the cases of Meerut, Jhánsi, Rohilkhand, Kumaun, and Allahabad, more especially in the case of Kumaun. In Oudh and Benares the decline was comparatively slight, and had it not been for the great decrease in the number of their scholars that passed in Division I it might have been concluded that there was no great difference in the matter of strictness between the examinations of the two years.

The following table compares the percentages of success in each of the four subjects of examination :—

The Vernacular Middle Examination.

Class of school.	1889.				1890.			
	Language.	Mathematics.	History and Geography.	Science.	Language.	Mathematics.	History and Geography.	Science.
State	87	79	85	93	82	68	85	87
Aided	70	53	70	80	64	54	62	68
Unaided *	63	35	51	61	58	31	46	50

* The figures entered opposite this class of school include private candidates and candidates from private schools.

It will be noticed that the percentage of success in the case of the Unaided Schools was very low in mathematics.—

The following table gives for the last three years the number of candidates that took up Urdu or Persian and Hindi respectively :—

The Vernacular Middle Examination.

Year.	Number of candidates that took up—		Total number of candidates.
	Urdu or Persian.	Hindi.	
1888	3,179	1,127	4,306
1889	3,435	1,005	4,440
1890	3,625	920	4,545

The number of Examinees that took up either Urdu or Persian has risen each year since 1888, while the number of those that took up Hindi has each year fallen.

33. On the results of the vernacular middle class examination as regards the schools in Oudh the Inspector of the 2nd Circle writes as follows :—

"As regards individual *districts* the place of honor must be given to Sultanpur, which passes the very unusual number of 91 per cent, to Bahraich which passes 87, to Lucknow which passes 86, and to Rae Bareli which passes 84. After this come the districts in which the percentages range from 70 to something below 80, *viz.* Bara Banki 75, Partabgarh 74, Hardoi 73, and Kheri 70. I could hardly have credited that such percentages were fairly won in so many districts, had not similar ones been gained in the previous examination. It is worth mentioning too, that none of the examiners were Deputy Inspectors or Assistant Inspectors from Oudh; and that hence the results are above suspicion.

"As regards individual *schools* the place of honor must be given to Inhauna in the Rae Bareli District, Ghulamalipura in Bahraich, Paraspur in the Gonda district, Malihabad, Amethi and Naubasta in the Lucknow district, Fatehpur and Daryabad in the Bara Banki district, Bangarmau and Maurawana in the Unao district, Pihâni in the Hardoi district, and the Kheri school in the Kheri district. In every one of these schools, (12 schools in all), the proportion of pass men to the candidates presented was cent per cent, and not a single boy of the first class in every one of these schools was refused permission to appear. Amongst the 12 schools here named the highest place must be given to Inhauna. This school sent up so many as 12 candidates and not only passed them all, but saw 6 placed in the first division, and 6 in the second—not 1 in the third. Moreover 5 of the Inhauna candidates are among the first 16 in the United Provinces. Such unusual success does credit to the Headmaster Hub Lal.

"Another fact to be noticed in connectoin with the last year's result is that out of the first 40 candidates in the United Provinces, who are entitled to scholarships, no less than 16 are from the Oudh schools, and that the first, second and fourth places on the list of pass men have been taken by Oudh candidates. The boy who heads the list in the United Provinces was from the Shahabad School in the Hardoi District."

The percentage of passes was highest in the Oudh Division, but it must be remembered that the teaching establishments of its Vernacular Middle Schools are numerically much stronger than those in any other.

34. The following two extracts are taken from the report of the President of the Board of Examiners.

(1) "A total number of 4,558 candidates enrolled their names as against 4,449 in 1889 and 4,311 in 1888. Out of this huge mass 1,701 passed in 1890, being a a ratio of 37 per cent. as against a ratio of 51 per cent. in 1889. It may be convenient to show in a table the results of the last four years distinguishing the three classes A, B and C.

	Per cent. 1887.	Per cent. 1888.	Per cent. 1889.	Per cent. 1890.	Averages of the four years.
Government schools, class A	52	53	67	56	57
Aided schools, class B	32	28	44	33	34
Private candidates, class C	16	19	25	18	19
Percentages of Grand Totals ...	36	41	51	37	41

"The average figures in the last column show that on the whole there has been a remarkable steadiness in the results during the last *four* years giving a well defined and clear "figure of merit" for each class. The figures rose slightly all throughout in 1889, owing probably to leniency in some of the examiners, who have not been re-appointed this year. The figures have now reverted to their normal state."

(2) "A number of candidates, as usual, at different centres were expelled for copying or attempting to copy, and others were discovered in various malpractices by the examiners who marked the answer papers. The worst case of all, and the worst that has ever fallen within my five years' experience as President, Board of Examiners, is that of Gorakhpur, where 15 candidates were reported by the Examiner in Arithmetic for copying or receiving some assistance in answering the question paper."

State Vernacular Middle schools for Boys.

35. The schools included under the above heading are the majority of those called in the North-Western Provinces tahsíli and pargana schools, and also those halkabandi schools that had middle sections. The terms tahsíli and pargana are not used in Oudh, neither have any middle halkabandi schools ever been allowed there. The few tahsíli and pargana schools in the North-Western Provinces that did not contain a middle section have been excluded from the tabular statements of the three following paragraphs. These statements therefore relate to middle schools and to middle schools only. In Oudh I find all the schools that are permitted to send up candidates to the vernacular middle class examination and that consequently have a middle section are called middle schools. The nomenclature is much simpler and I have on one or two previous occasions as Inspector of the First Circle recommended it for these provinces.

36. The following table shows the decrease in the number of scholars in the state vernacular middle schools, section by section, between the 31st March 1886 and the 31st March 1890.

State Vernacular Middle Schools for Boys.

Division.	1886.					1890.				
	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.
Meerut	61	730	996	3,225	4,951	54	941	1,024	2,048	4,013
Agra	76	1,189	1,361	3,384	5,934	44	644	720	2,027	3,391
Jhánsi	17	84	221	757	1,062	15	94	188	791	1,073
Oudh	55	1,307	1,691	3,743	6,741	55	1,357	1,208	2,748	5,313
Rohilkhand	67	1,129	1,236	3,466	5,831	44	873	1,070	2,347	4,296
Kumaun	13	54	153	701	908	5	89	63	212	364
Allahabad	63	802	963	2,511	4,276	61	1,098	914	2,487	4,499
Benares	76	1,171	1,529	3,954	6,654	61	1,147	932	2,489	4,568
Total ...	428	6,466	8,150	21,741	36,357	339	6,243	6,125	15 149	27,517

The number of middle schools in Oudh at the close of the years 1885-86 and 1889-90 was precisely the same, namely 55, and consequently the decrease in its number of scholars was not owing to any decrease in the number of its schools. The number of its scholars however fell from 6,741 to 5,313, and from the report of the Circle Inspector it appears that this decline began in the year 1888-89 and was due solely to the introduction of the enhanced scale of fees. In his Circular No. 24, dated 25th July 1888, the Director of Public Instruction proposed to the District Boards the following two scales of tuition fees for the vernacular middle schools proper of the North-Western Provinces and Oudh:—

	Classes I and II. Annas.	Classes III and IV, Annas.	Classes V to VII. Annas.
Schools at headquarters	6	4	3
Ditto elsewhere	4	3	2

Both scales were much higher than those formerly levied. The scale adopted in all the schools of Oudh was the lower scale, and the total number of scholars declined in consequence by 1,428. But, on the other hand, it should be noticed that the number in the middle section rose from 1,307 to 1,357. Again, although the total number of scholars in the case of Meerut fell from 4,951 to 4,013, yet the numbers in the middle and upper primary sections of its schools rose from 730 and 996 to 941 and 1,024 respectively, although the number of its schools was 7 less than in the year 1885-86, and although the *higher* scale of fees proposed by the Director was adopted in all its schools at headquarters, and the lower scale in all its other schools except those of the Bulandshahr district. In classes III and IV of the mufassil schools of this district a fee of two annas only was taken. In the Rohilkhand Division the two scales were for the most part adopted as recommended by the Director. The two scales of fees prescribed for vernacular middle schools in G. O. No. 157, dated 7th May 1877, were as below:—

	Classes I and II. Annas.	All classes below. Annas.
Higher scale	4	2
Lower scale	2	1

These scales continued in force up to the year 1888, the year of issue of this office Circular No. 24 already quoted. After the issue of this circular various scales of fees were adopted in the different districts. In a few of them the lower of the two scales of 1877 was adopted. Generally speaking, the scales laid down by the District Boards in the Divisions of Agra and Jhánsi were lower than those proposed by the Director, whilst those adopted in the divisions of Kumaun, Allahabad, and Benares were much lower. On the whole, however, the conclusion may be drawn that the decrease in the number of scholars between the close of the years 1886 and 1890 was due to the large decrease in the number of schools, to the considerable average enhancement in the scale of fees, to the greater strictness in levying the fees, and to the more accurate method of keeping the registers.

37. The following statement compares for the two last years the number of middle schools, the number of scholars, and the fee-income.

State Vernacular Middle Schools for Boys.

Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee-income.	
	1889.	1890.	1889.	1890.	1889.	1890.
Meerut	56	54	4,720	4,013	3,820	7,079
Agra	49	44	3,687	3,391	4,785	5,197
Jhánsi	16	15	1,052	1,073	1,060	1,307
Oudh	55	55	5,251	5,313	7,178	8,543
Rohilkhand	48	44	4,647	4,296	4,918	6,172
Kumaun	9	5	615	364	...	176
Allahabad	61	61	4,363	4,499	1,999	1,930
Benares	61	61	4,549	4,568	3,151	3,400
Total ...	355	339	28,884	27,517	26,911	33,804

It will be seen that the number of schools decreased slightly during the year under report in four of the divisions, and that in three others there was no change in this respect. In the Kumaun Division 4 schools out of 9 were reduced to the primary status.

In the divisions of Jhánsi, Oudh, Allahabad, and Benares the number of scholars slightly rose, while in those of Meerut, Agra, and Rohilkhand the number fell. In Meerut and Rohilkhand as I have stated above the two scales of fees as proposed by the Director were adopted.

The aggregate fee-income rose from Rs. 26,911 to Rs. 33,804, the increase most marked occurring in the Meerut Division. The percentage of free scholars suggested by the Director was 20. The percentage varied in the different districts. The greatest rise in the fee-income occurred in the Meerut Division, although the number of scholars declined. In Rohilkhand too there was a considerable rise in the fee-income notwithstanding the decrease in the number of scholars. In the Oudh division there was also a considerable increase in the fee-income, but in this case there was a slight increase in the number of scholars.

38. The following table compares the number of scholars on the rolls of the different sections of the State Vernacular Middle Schools on the 31st March for the past two years.

State Vernacular Middle Schools for Boys.

Division.	1889.					1890.				
	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.
Meerut	56	988	1,061	2,671	4,720	54	941	1,024	2,048	4,013
Agra	49	789	779	2,119	3,687	44	644	720	2,027	3,391
Jhánsi	16	110	181	761	1,052	15	94	188	791	1,073
Oudh	55	1,401	1,168	2,682	5,251	55	1,357	1,208	2,748	5,313
Rohilkhand	48	971	1,142	2,534	4,647	44	873	1,076	2,347	4,296
Kumaun	9	79	93	443	615	5	89	63	212	364
Allahabad	61	1,108	905	2,350	4,363	61	1,098	914	2,487	4,499
Benares	61	1,221	981	2,347	4,549	61	1,147	932	2,489	4,568
Total ...	355	6,667	6,310	15,907	28,884	339	6,243	6,125	15,149	27,517

The chief decrease occurred in the Kumaun Division where however the number of middle schools was reduced from 9 to 5. In the case of the Meerut Division too there was a large decrease in the number of scholars, but this decrease was confined for the most part to the lower primary section. Regarding the decline of numbers in his middle schools the Assistant Inspector of the Meerut Division writes as follows :—

"I am glad the reduction has occurred in the lower primary section. It has removed the necessity of closing admissions under Departmental General Letter No. $\frac{G}{29}$ of 11th February 1890 in most schools to avoid dangerous over-crowding. In spite of the above decrease admissions to the lowest class have been stopped in four schools in Muzaffarnagar, two schools in Aligarh and one school in Saháranpur on account of insufficiency of accommodation." It may be observed also that the number of middle schools in this Division was reduced by two, which partly accounts for the decline in the number of scholars.

39. The following statement compares for the three past years the expenditure from different sources on the state vernacular middle schools :—

State vernacular middle schools for Boys.

Year.	Number of schools.	Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.
			Public funds.	Fees.	Other sources.	Total.	
1888	388	34,235	1,43,810	19,261	2,044	1,65,115	4·8
1889	355	30,102	1,35,367	26,911	983	1,63,261	5·4
1890	339	25,983	1,29,138	33,804	706	1,63,648	6·3

The decrease of Rs. 6,229 in the expenditure from public funds was due to a large increase in the fee-income.

40. *Boarding-houses attached to Vernacular Middle Schools.*

Division.	1889.			1890.		
	Stipendiaries.	Self supporting.	Total.	Stipendiaries.	Self-supporting.	Total.
Meerut	47	86	133	43	74	117
Agra	111	113	224	89	112	201
Jhánsi	33	13	46	25	24	49
Oudh	82	285	367	82	221	303
Rohilkhand	53	97	150	55	100	155
Kumaun	...	...	...	...	...	...
Allahabad	261	423	684	261	470	731
Benares	194	349	543	207	331	538

1. *Meerut Division.*—In the districts of Dehra, Saháranpur, and Muzaffarnagar there are not any boarding-houses, whilst in the other districts of the Meerut Division small houses are attached to some of the middle schools, but the boarders are under no control and make their own arrangements.

2. *Agra Division.*—The districts of Farukhabad and Agra have not any boarding-houses, and those in the Muttra district are merely sheds where the boarders cook their food. At night they sleep in the school buildings. The same is the case in the districts of Etah and Mainpuri, with the exception of Mainpuri itself and Kásganj in the Etah District. At Mainpuri there is a brick building, but the boarders have to use the out-offices of the zila school. The boarding-house at Kasganj has out-offices, but there is not sufficient accommodation for its inmates, 30 in number. In the Etawah District greater progress has been made in the boarding-house system. Each tahsili school has a boarding-house in charge of the senior assistant teacher who lives on the premises. At two of the schools new boarding-houses have recently been erected.

3. *Jhánsi Division.*—Four of the five tahsíli schools in the Jalaun district were provided with boarding-houses during the year under review. In the districts of Jhánsi and Lalitpur there are no regular boarding-houses, the boarders making use of the out-offices of the school buildings.

4. *Oudh Division.*—Of the six western districts of Oudh the only one provided with suitable boarding-houses is Kheri. There is one boarding-house in the Bara Banki District and one in that of Sitapur, but both need extensions. The District Boards have been addressed. Generally speaking the boarders in the case of Western Oudh (to use the words of the Assistant Inspector) "have in most cases been allowed to sleep in school houses, or to live in out-offices provided for school servants, or in rented houses." The Assistant Inspector of the eastern districts of Oudh writes thus :—

"Of these boarding-houses there are scarcely any that can satisfy the conditions laid down in Director Public Instruction's Circular No. 24 of 1890. Many of the institutions have no buildings of their own. The boarders are inconveniently accommodated in outhouses standing on the school premises. In order that the existing institutions should conform to the prescribed regulations all of them require alterations in structure." Partábgarh is better supplied with boarding-houses than the other districts of Eastern Oudh, but even these lack the necessary out-offices. In the Fyzabad and Bahraich Districts there are no boarding-houses.

5. *Rohilkhand Division.*—The Assistant Inspector's remarks are very brief. It appears that one boarding-house was established at Bijnor during the year under report and another at Tilhar in the District of Shahjahánpur. The boarding-houses in this division all seem to have Superintendents.

6. *Kumaun Division.*—The Assistant Inspector is silent on the subject. I know, however, that there is a boarding-house attached to the tahsíli school at Almora.

7. *Allahabad Division.*—The Circle Inspector makes the following observations :—

"The accommodation provided in the boarding-houses attached to Vernacular Schools has been insufficient, and in several cases boys attending the school and living at a distance have either hired a room or hut in the

town or village or seek shelter with friends. A boarding-house frequently consists of two or three rooms only, cooking house included, and is thus overcrowded and with little or no comfort. It is hoped that by the efforts of Deputy Inspectors, with those of District Boards, called for by enclosure with the Director's Circular No. 24 of 1890, the accommodation and comfort will be considerably increased."

8. *Benares Division.*—The Inspector of the Benares Division remarks as follows :—"During the last year the condition of the boarding-houses attached to the Middle Schools remained as unsatisfactory as before. However, there are strong hopes that there will be some improvement in their management this year, according to the circular on the subject lately issued." Most of the buildings are unsuitable, and many need repairs.

The following particulars are taken from the reports of the District Boards. Some quotations are also given.

Meerut District.—A new school building and boarding house are being erected at Hapur. At Sardhana the boarders live in a kachcha building near the school, built by Lady Forester. It is intended to build a new boarding-house here. At Ghaziabad the boarding-house has been recently built. During the year orders have been issued, based on the cubic contents of each building, as to the number of boys it is to contain and a master put in charge.

Muttra District.—The buildings are all kachcha, the discipline is imperfect and the sanitation indifferent. They should either be abolished or the regulations issued with the Director's Circular No. 24 of 1890 more strictly regarded. The Chairman makes the following remarks :—

"The boarding-houses of middle schools are, as a rule, too small to attract any great number of boarders, but the District Board can only remedy this defect gradually as funds become available. Estimates for Superintendents' houses, cooking sheds, and latrines at these boarding-houses have been framed by the Board's Overseer, and will be constructed at one or two boarding-houses yearly. In reference to Mr. Radice's remark that the boarding-houses should be administered with greater regard to a recent circular of the Director of Public Instruction, I would point out that the constructions and enlargements required by that circular are too numerous and expensive to be carried out in any brief term of years, unless a special grant is made to the Board."

Agra District.—The Chairman writes as follows :—

"The Board regret to have to admit that practically nothing has been done towards the solution of the question of supplying boarding-houses in the style and on the scale which have been prescribed by the Director. Etmadpur and Ferozabad are the two best places in the district at which boarding-houses might be located, and there are enough of scholarship holders to fill good sized houses at both places ; but the Board has no funds with which to construct boarding-houses on the standard plan, and until these funds are supplied to us we have no alternative but to continue the present system under which the boys make their own arrangements, the objections to which are too obvious to need discussion. In my last year's report I mentioned that we had hopes the Municipal Board of Ferozabad might undertake to build a boarding-house, but on mature consideration that Board decided in favour of a Female Dispensary rather than a boarding-house."

Bijnor District.—The boarding-house attached to the Bijnor Tahsíli School is the only one in this district. The building was repaired and put into good order during the year under report.

Allahabad District.—The Chairman writes—

"There are boarding-houses attached to two or three of the tahsíli schools, but they have not yet been brought under the new rules and are little more than temporary makeshifts."

Basti District.—The Chairman makes the following observations :—

"The boarding-houses attached to the tahsíli and middle schools do not come within reasonable distance of the standard lately laid down in Circular No. 24, dated 3rd April 1890. It will take years and years to work up these boarding-houses to anything like the standard now proposed. The humble huts, which, as a rule, act as boarding-houses, though in my opinion abundantly good enough for the purpose, are by no means the sort of institution contemplated by the Director. I would suggest that the circular be held not to apply to Basti for the present unless it be desired to shut up all the establishments at present dignified by the name of boarding-house."

Many more of the District Boards touch upon the subject of the boarding-houses in their Educational Reports. The crying want is that of funds wherewith to improve their condition.

41. *Upper Primary and Lower Primary Examinations of Town Schools.*

Division.	Year.	Number of town schools.	Lower Primary.				Upper Primary.			
			Enrolled.	Examined.	Passed.	Percentage of passes.	Enrolled.	Examined.	Passed.	Percentage of passes.
Meerut ...	1888-89	40	478	460	304	66	302	275	119	43
	1889-90	42	499	404	283	70	293	240	127	53
Agra ...	1888-89	47	578	351	133	38	344	276	65	24
	1889-90	44	474	426	259	61	253	221	110	50
Jhánsi ...	1888-89	12	82	72	30	42	33	31	13	42
	1889-90	12	111	105	70	67	41	41	14	34
Oudh ...	1888-89	56	628	520	426	82	524	483	395	82
	1889-90	56	597	488	389	80	443	396	303	77
Rohilkhand	1888-89	34	574	347	143	41	395	250	61	24
	1889 90	33	562	289	170	59	343	400	293	73
Kumaun ...	1888-89	8	83	81	29	36	30	28	17	61
	1889-90	9	102	86	36	42	41	40	18	45
Allahabad ...	1888-89	47	427	120	82	68	282	87	45	52
	1 89-90	46	412	235	169	72	297	147	108	73
Benares ...	1888-89	38	299	237	176	74	305	260	129	50
	1889-90	37	294	212	179	84	270	182	133	73
Total ...	1888-89	282	3,149	2,188	1,323	60	2,215	1,690	844	50
	1889-90	279	3,051	2,245	1,555	69	1,981	1,667	1,106	66

This statement excludes the middle halkabandi and includes the primary tahsíli and pargana schools of the North-Western Provinces. This year, for the first time, the 3rd and 5th classes of the tahsíli and pargana schools of the North-Western Provinces were examined along with those of the corresponding classes of the halkabandi schools, but the curricula of studies were not precisely the same. Hence the results of the Upper and Lower Primary Examinations of all the tahsíli and pargana schools of the North-Western Provinces are given separately from those of the halkabandi schools of these provinces. The statement includes the middle schools of Oudh. The total number of examinees from the lower primary section somewhat exceeded the number for the previous year, being 2,245 against 2,188. The total percentage of passes, however, rose from 60 to 69. The total number of examinees in the case of the upper primary section was slightly less than that for the previous year, but the total percentage of passes rose from 50 to 66.

Aided Oriental Schools.

42. Aided Sanskrit schools are required to adopt the curriculum, and to send up candidates to the examinations, prescribed in this office Circular No. 1 of 1889. Aided Arabic schools are similarly bound under this office Circular No. 19 of 1889. These Oriental schools also send up candidates to the Panjáb University. The following statement gives the results of the examinations in question :—

Examination of Aided Oriental Schools.

Name of school.	Oriental examinations of Panjáb University.										Benares Sanskrit college examinations				Mulla examination (Cir. No. 19 of 1889).	
	Prajna.		Visharad.		Shastri.		Munshi.		Maulvi.		Madhyama Parikśha.		Prathama Pariksha			
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Shivraj Sanskrit Pathsala,	...	...	4	2	2	2	...	...	...	...	3	...	8	2	...	...
Victoria School, Gházipur,	...	...	...		1	1	...	...	1	...	...	...	...	...	...	...
Chashmai Rahmat Do.,	...	...	...	.	...	...	...	...	...	...	...	...	...	.	2	1
Jay Narain's, Benares ...	2	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...
Rája-ka-bazár School, Sanskrit Department.	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
Do., Persian Department.	...	...	...	...	...	...	...	...	...	...	...	..	...	..	...	...
Total ...	2	...	4	2	3	3	1	1	1	...	3	...	8	2	2	1

State Vernacular Primary Schools for Boys.

43. Under the above head are included the primary tahsíli, pargana, and halkabandi schools, *i.e.*, all the schools lacking a middle section. The two following statements, however, showing the results of the examinations of the 3rd, 4th and 5th classes of village schools for the years 1888-89 and 1889-90, exclude the primary tahsíli and pargana schools and include the middle halkabandi schools of the North-Western Provinces for the reason given in paragraph 41 :—

Examinations of Classes III, IV and V of Village Schools.

Divisions.	Year.	Number of village schools.	Passed in all subjects of examination.								
			Class V.			Class IV.			Class III.		
			Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Meerut	1888-89	564	2,463	2,141	609	1,670	1,473	295	826	735	213
	1889-90	536	2,418	2,209	661	1,545	1,430	402	766	730	266
Agra	1888-89	498	2,579	2,060	302	1,658	1,347	137	488	406	55
	1889-90	545	2,209	1,956	507	1,243	1,119	268	377	338	119
Jhánsi	1888-89	136	527	492	86	302	282	31	50	47	5
	1889-90	133	437	414	144	260	240	48	43	42	19
Oudh	1888-89	855	3,863	3,570	2,660	3,529	3,139	1,964	2,902	2,673	1,816
	1889-90	851	3,664	3,468	2,714	3,336	3,087	2,068	2,469	2,326	1,675
Rohilkhand ...	1888-89	508	2,347	2,029	461	1,630	1,416	223	938	797	130
	1889-90	477	2,266	2,021	857	1,503	1,372	611	778	736	342
Kumaun	1888-89	141	839	642	147	355	290	70	192	169	29
	1889-90	135	743	603	211	355	288	94	227	199	70
Allahabad ...	1888-89	643	3,142	2,792	1,038	2,352	2,028	706	1,099	969	267
	1889-90	623	2,936	2,657	1,037	2,028	1,847	529	949	828	296
Benares	1888-89	696	3,565	3,199	1,665	2,310	2,071	905	1,045	950	342
	1889-90	689	3,235	2,948	1,991	2,052	1,913	1,055	926	873	539
Total ...	1888-89	4,041	19,325	16,925	6,968	13,806	12,046	4,331	7,540	6,746	2,857
	1889-90	3,992	17,908	16,276	8,124	12,322	11,296	5,075	6,535	6,072	3,326

It will be seen that with the exception of class V in the Meerut Division and class III in the Kumaun Division the number of examinees was less than for the previous year, whilst in nearly every case the number of passes was greater. In some cases the rise in the number of passes was somewhat startling, but this will appear more plainly from the following statement giving the percentages of passes for each class in each division :—

EXAMINATION OF CLASSES III, IV AND V OF VILLAGE SCHOOLS.

Percentage of passes.

Division.	Class V.		Class IV.		Class III.	
	1888-89.	1889-90.	1888-89.	1889-90	1888-89.	1889-90.
Meerut	28	30	20	28	29	36
Agra	15	26	10	24	14	35
Jhánsi	17	35	11	20	11	45
Oudh	75	78	63	67	68	72
Rohilkhand	23	42	16	45	16	46
Kumaun	23	36	24	33	17	35
Allahabad	37	39	35	29	28	36
Benares	52	68	44	55	36	62
Total ...	41	50	36	45	42	55

The first thing that strikes one on looking at the preceding statement is the very high percentage of passes in Oudh. Benares is the only other Division that in any degree approaches Oudh in this respect. Amongst the instances of startling rises in the percentage of passes to which I have before alluded those occurring in the Jhánsi and Rohilkhand Divisions may be more particularly noted. Regarding the latter the Commissioner of Rohilkhand addressed this office as follows:—" The most noticeable passage

in Mr. Galbraith's report is the suggestion that the general failure of examinees in the previous year and the general success in that under report is due to excessive lenience in the year under report. This suggestion, if it is in any way justified, is most discreditable to the local representatives of the Department, who in this case must have unduly depreciated the work of one year, in order to obtain a cheap and easy triumph in the next."

The following extract is from the explanation given by the Assistant Inspector :—

"In the beginning of the tour of 1888-89 it was found both by the Director, Public Instruction and myself that in most of the schools boys had made so little progress in the text-books that they could not properly pass the standard. This was, to some extent, due to some of the books issuing a little too late from the press. The standard of examination was, therefore, under instructions from Director, Public Instruction strictly enforced as required by Article 22 of the Code of Regulations, and none of the scholars who had not completed the prescribed course were allowed to pass. Another reason why the results of the Centre Examinations were not more favourable was the incompetence of many of the teachers themselves in Arithmetic, the most important subject in the whole course. This was in a great measure due to the existence of so many non-certificated teachers in the Division."

The Assistant Inspector therefore insisted on the teachers working up their classes to the proper standards, and as those boys that were not promoted last year had two years to master the different courses the results of the examinations this year were much better.

These examinations take place at certain centres. At some of these centres the Assistant Inspector conducts the examinations, whilst at others they are conducted by the Deputy Inspector. The results do not always tally, though the differences are not so great as they used to be. In connection with this point I subjoin the following extract from the annual report for the year under review of the Deputy Inspector of Lucknow:—"From the above results it appears that the percentage of passed students to examinees in the 3rd class has fallen down by 17. But much importance should not be attached to such percentages, as rise and fall in it (*sic*) generally depends on the nature of questions and the manner in which the examinations are conducted. The above fall has greatly occurred in the centres which I have examined. The fall is not so much in the centres examined by the Assistant Inspector."

From the tabular statement it will be seen that the percentages of passes have increased generally, and this is no more than might have been expected. Very similar questions are put year after year in the different subjects, and teachers and pupils are aware of this fact. Many of the examiners are possibly themselves unable to vary their questions in any considerable degree, and would be too anxious about the result even if they could do so.

The following extract regarding the teaching of Arithmetic is from the report of the Secretary to the District Board, Gorakhpur:—

"In Arithmetic they are given a book with a certain number of examples of various forms of calculation set for them to work out. They work them out with the help of the teacher time after time, and when the examination comes they repeat them by word or letter, much in the same way as they would repeat the Ramayan. The Deputy Inspector glories this year in the fact that he has actually got some other questions prepared for the examination, and has had these also printed. The result was that the working out of the answers took much longer, and the event will be that these questions also will be learnt by heart. I generally found the greatest difficulty in getting a correct answer to any question I asked simply because it was not in the book. The teachers do not know how to vary the examples, they are not instructed by their superiors, and the Deputy Inspector himself cannot be trusted to invent suitable questions for the examinations! Nay, more, each boy in each class knows what *kind* of question he will get in every possible examination."

The Inspector of the Benares Division reports that the method of tuition generally is defective, not only in Gorakhpur, but elsewhere, and that he is trying his best to remedy the defects. With reference to the Secretary's strictures on arithmetical instruction the Inspector observes that the teaching of arithmetic is certainly improving, and that he now thinks the boys do not totally depend on the questions given in the book.

In the Meerut Division the percentage of passes increased somewhat in the case of each class. In Agra and Jhánsi the increase was considerable, but the percentages were very low for the previous year.

On the examination results of primary schools and sections the Inspector of the 2nd Circle writes—"The percentage of passmen runs so high in some of the Oudh districts that I should feel almost inclined to doubt whether the examination had been

carried out with sufficient strictness if such doubts were not removed by the fact that equally high percentages were obtained in several districts and schools in the last Middle Class Examination, this being a *public* examination, carried out in *writing*, and by examiners not interested in the result. The examinations of the primary schools and sections are held for the most part orally, and by officers who are testing the value of their own supervision and inspection. Yet the results which these officers have recorded are not higher than those of the written examinations held in a public examination hall by a board of examiners, who had no private interest in the result."

44. The statement given below compares the number of scholars on the rolls of the upper and lower primary sections of the state vernacular primary schools (primary tahsíli and primary halkabandi schools) on the 31st March 1886, 1889, and 1890 respectively. It shows that between the close of the years 1885-86 and 1889-90 the number of these schools decreased by 810 and the number of scholars by 30,956. The statement which succeeds it, however, shows that the average number of scholars in the aggregate per upper primary section and per lower primary section differed but slightly at the close of these two years, being 6·8 and 27·7 respectively at the close of 1885-86 against 6·2 and 27·6 at the close of 1889-90. Nor do we find any very marked difference between the two years if we regard the figures for the different divisions. The number of scholars per upper primary section was not very large for any division at the close of 1889-90, but neither was it very large at the close of 1885-86.

And if it were asked what was the average number of scholars per school in the aggregate at the close of each of the two years in question, the answer would be 33·8 at the close of the former and 34·5 at the close of the latter. In other words, the average enrolment per school at the close of 1889-90 was very much the same as the average enrolment per school at the close of 1885-86.

State Vernacular Primary Schools for Boys.

Division.	1886.			1889.			1890.		
	Number of schools on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.	Number of schools on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.	Number of schools on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.
Meerut... ...	656	2,820	15,986	549	3,046	13,061	526	3,003	12,448
Agra	691	4,801	15,257	581	2,501	13,710	544	2,297	13,532
Jhánsi	134	517	3,101	125	467	2,747	123	416	2,885
Oudh	1,133	10,273	35,462	859	8,010	26,063	859	7,460	26,286
Rohilkhand ...	553	2,986	13,841	486	2,821	12,768	465	2,858	12,577
Kumaun ...	167	778	7,316	152	655	7,026	160	741	7,051
Allahabad ...	673	5,368	17,283	629	3,997	15,476	616	3,893	15,337
Benares ...	780	5,197	24,201	674	3,828	18,732	684	3,827	19,620
Total ...	4,787	32,740	132,447	4,055	25,325	109,583	3,977	24,495	109,736

State Vernacular Primary Schools for Boys.

Division.	1886.		1889.		1890.	
	Average number of scholars per upper primary section on 31st March.	Average number of scholars per lower primary section on 31st March.	Average number of scholars per upper primary section on 31st March.	Average number of scholars per lower primary section on 31st March.	Average number of scholars per upper primary section on 31st March.	Average number of scholars per lower primary section on 31st March.
Meerut	4·3	24·4	5·5	23·8	5·7	23·7
Agra	6·9	22·1	4·3	23·6	4·2	24·7
Jhánsi	3·9	23·1	3·7	22·0	3·4	23·5
Oudh	9·1	31·3	9·3	30·3	8·7	30·6
Rohilkhand...	5·4	25·0	5·8	26·3	6·1	27·0
Kumaun	4·7	43·8	4·3	46·2	4·6	44·1
Allahabad	8·0	25·7	6·4	24·6	6·3	22·9
Benares	6·7	31·0	5·7	27·8	5·6	28·7
Total ...	6·8	27·7	6·2	27·0	6·2	27·6

The percentage of schools closed in each division during this period of four years was as below :—

Meerut ...	...	...	20
Agra ...	...	...	21
Jhánsi ...	...	...	8
Oudh ...	...	...	24
Rohilkhand	...	...	16
Kumaun ...	...	...	4
Allahabad ...	...	...	8
Benares ...	...	...	12

and this closure of so many schools was doubtless one of the principal causes of the decline in the number of scholars, more especially in the lower primary section. Then, again, in October of the year 1887 the application of article 3 of the Code of Regulations for Public Elementary Schools began to produce its effect on the upper primary section. This article rules that in a school with one teacher only instruction should not be imparted beyond the fourth standard, and the third class of many a village school was abolished in consequence. I may mention that the number of these schools in the Meerut Division that had a third class at the end of the year under report was 162, whereas five years ago their number was 339. Strange to say, however, in this Division, and in this Division only, has the number of scholars in the upper primary section increased, being 3,003 on the 31st March 1890, against 2,820 on the 31st March 1886, though a similar increase has occurred in some districts of other divisions. But it should be observed that the percentage of scholars in the upper primary section in the case of the Meerut Division used to be low, much lower, for instance, than in the Agra Division. Now this division holds its own in this respect with the other large divisions. Formerly too teachers were in the habit of keeping the names of their 3rd class pupils on the rolls long after the said pupils had passed the examination of that class. This practice was gradually put a stop to during the years 1886 and 1887. Further, the names of some scholars that failed to pass the 3rd class examination were removed from the school registers in accordance with Article 26 of the Code. The levying of fees, the stricter system of keeping the school registers, the removal of those pupils that failed to pass the 4th and 5th class examinations within the prescribed time under Article 23 of the Code, voluntary withdrawal of some that failed at these examinations, removal from the school registers of the names of irregular attendants and of those that either could not or would not purchase class books, these may one and all be considered as reasons for the decline in numbers, but the three great causes were probably the introduction of fees, the abolition of so many schools, and the removal of those boys' names that either seldom came to school or read nothing when they did come. As remarked above, the average number of scholars per school and per section of school is much what it used to be, but whereas formerly the average for a great number of schools was probably fictitious, the average for those that now remain may be regarded, let us hope, as real. If it be still somewhat incorrect the inaccuracy cannot be due at any rate to the *want* of forms and registers. Perhaps, indeed, as the Chairman of the Gorakhpur District Board observes in his forwarding letter, "something should be done to reduce the 39 registers to which the Deputy Inspector plaintively refers." The subject of registers, I may remark, was considered at a recent conference of Assistant Inspectors. The report of the conference will be laid before the Director on his return from leave.

45. The following statement compares the fee-income for the last three years realized in the state primary vernacular schools (primary halkabandi and primary town schools):—

State vernacular primary schools.

Division.	Number of schools.			Number of scholars on the rolls on 31st March.			Fee-income.		
	1888.	1889.	1890.	1888.	1889.	1890.	1888.	1889.	1890.
							Rs.	Rs.	Rs.
Meerut ...	555	549	526	17,083	16,107	15,451	474	1,266	4,081
Agra ...	578	581	544	16,683	16,211	15,829	253	272	73
Jhánsi ...	132	125	123	3,356	3,214	3,301	94	93	220
Oudh ...	1,043	859	859	39,353	34,073	33,746	1,373	2,040	6,634
Rohilkhand ...	489	486	465	16,417	15,589	15,435	470	956	1,627
Kumaun ...	164	152	160	8,198	7,681	7,792	...	...	55
Allahabad ...	637	629	616	20,928	19,473	19,230	...	435	400
Benares ...	699	674	684	27,801	22,560	23,447	60	2,399	3,037
Total ...	4,297	4,055	3,977	149,819	134,908	134,231	2,724	7,461	16,127

The increase in the fee-income was most marked in the Meerut, Oudh, Rohilkhand and Benares Divisions, more especially in the two former.

46. The following statement compares for the last three years the expenditure from all sources on the state primary vernacular schools (primary halkabandi and primary town schools):—

State Vernacular Primary Schools.

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence per scholar.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
1888	146,627	4,99,509	2,724	2,393	5,04,626	3·4
1889	136,543	5,10,617	7,461	1,733	5,19,811	3·8
1890	127,208	4,86,855	16,127	1,684	5,04,666	4·0

The decrease in the expenditure from all sources during the year under report was partly due to the abolition of some nominal schools and the transfer of the savings thus effected to the head of inspection. In consequence of the increase, moreover, in the fee-income the expenditure from local funds was much less than for the previous year.

47. The following statement shows the number of teachers that left the village schools during the year 1889-90 :—

Division.	Number of teachers.				
	Dismissed on refusal to proceed to Normal Schools.	Dismissed for bad work and negligence, &c.	Who filed their resignations.	Died.	Total.
Meerut	34	44	32	8	118
Agra	5	42	25	18	90
Jhánsi	...	8	2	7	17
Oudh	5	43	18	9	75
Rohilkhand	13	44	27	8	92
Kumaun	4	4	9	2	19
Allahabad	16	42	22	7	87
Benares	13	60	25	7	105
Total ...	90	287	160	66	603

It is to be hoped the figures entered in this statement will be less for the year 1890-91.

48. The following statement shows the number of scholarship holders and self-supporters that proceeded from village schools after passing the upper primary examination of 1889-90 to continue their studies in Middle Vernacular Schools :—

Division.	Number of boys holding halkabandi scholarships that joined middle schools.	Number of self-supporters that joined middle schools.	Total.
Meerut	57	81	138
Agra	80	36	116
Jhánsi	14	9	23
Oudh	83	241	324
Rohilkhand	46	50	96
Kumaun	14	22	36
Allahabad	174	252	426
Benares	120	170	290
Total ...	588	861	1,449

49. The following statement shows the number of boys receiving halkabandi scholarships during the year 1889-90. The majority of these boys formerly belonged to halkabandi schools.

Statement of Halkabandi Scholarships.

Division.	Amount sanctioned for primary scholarships.	Amount expended.	Number of scholars provided for.	Number of boys that actually received scholarships.
	Rs.	Rs.		
Meerut	4,348	3,340	156	135
Agra	5,070	3,538	218	173
Jhánsi	1,184	787	43	39
Oudh	4,991	4,680	122	127
Rohilkhand	3,957	2,200	150	126
Kumaun	678	632	29	29
Allahabad	6,557	5,459	247	277
Benares	4,936	3,856	347	326
Total ...	31,721	24,492	1,312	1,232

This statement indirectly points to the great necessity of suitable accommodation in the boarding-houses attached, or to be attached, to tahsíli schools.

50. The following statement shows the number of scholars that left the village schools for want of higher classes in them and did not join any other school during the year ending 31st March 1890 :—

Division.	Number of scholars who left—		
	Village schools teaching up to III class only.	Village schools teaching up to IV class only.	Total.
Meerut	242	165	407
Agra	92	207	299
Jhánsi	5	40	45
Oudh	998	206	1,204
Rohilkhand	325	202	527
Kumaun	26	...	26
Allahabad	436	733	1,169
Benares	371	503	874
Total ...	2,495	2,056	4,551

50(*a*). The following statement compares for the two last years the number of Vernacular Primary Schools aided under Director Public Instruction's Circular No. 16 of 1886 :—

Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Remarks.
	1888-89.	1889-90.	1889.	1890.	
Agra	4	4	204	258	*The managers of some of these schools could not furnish the statistics of 1888-89 and in those cases the figures for 1888-89 are the same as for 1889-90.
Oudh	26	27	816	683	
Rohilkhand*	140	142	2,735	2,937	
Kumaun*	22	27	859	968	
Benares	1	1	91	134	
Total ...	193	201	4,705	4,980	

51. The following table compares the statistics of private institutions returned as advanced institutions :—

	Number of institutions.		Number of scholars.	
	1889.	1890.	1889.	1890.
Arabic and Persian	1,485	1,419	14,017	17,037
Sanskrit	395	466	4,624	5,735
Other oriental classics	42	27	241	287
Total ...	1,922	1,912	16,882	23,059

The number of indigenous schools of the elementary class for boys is returned as 3,328 with 43,147 boys against 3,737 schools with 47,106 boys. The number of scholars studying the different subjects in these institutions is compared below :—

Subject.	Scholars.	
	1889.	1890.
English	1,496	2,124
Oriental classics	17,186	9,714
Vernacular	28,898	31,937
Total ...	47,580	43,775

SECTION V.—EDUCATION, SPECIAL.

Government Normal Schools.

52. The last annual examination of the normal schools of the North-Western Provinces was held in April 1889, and on the 1st July 1889 the Central Normal Schools of Agra and Allahabad were formed for the 1st and 3rd circles with a curriculum of studies extending over two years. The first final examination therefore of these two central normal schools under the new curriculum has been fixed for September 1891. This new curriculum, however, appears to have been introduced into the Central Normal School of Oudh nearly a year before it was introduced into those of Agra and Allahabad, so that the first final examination of the Lucknow Central Normal School will take place during the current year.

The following table gives the expenditure on each of the Government Normal Schools for the year under review :—

Government Normal Schools.

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teacher.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.		Rs.	Rs.	
Agra...	79	9,403	...	...	9,403	119·0
Lucknow	107	13,206	...	14	13,220	123·5
Bareilly	35	4,352	...	...	4,352	124·3
Allahabad	88	9,868	...	...	9,868	112·1
Total ...	309	36,829	...	14	36,843	119·2

The only aided Normal School was the Mission Normal School at Bareilly attended by 24 scholars. The total expenditure on this school during 1889-90 was Rs. 2,665, which includes Rs. 600 grant-in-aid from local funds.

52(*a*). The following statement shows the number of certificated and uncertificated teachers employed in the State Vernacular Middle Schools on the 31st March 1890 :—

Division.	Number of teachers who have Normal School or *pro formâ* certificate.		Uncertificated teachers.		Total.	
	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.
Meerut	53	43	...	70	53	113
Agra	44	84	1	23	45	107
Jhánsi	15	22	...	...	15	22
Oudh	56	161	...	107	56	268
Rohilkhand	41	97	3	16	44	113
Kumaun	8	3	1	1	9	4
Allahabad	54	80	2	22	56	102
Benares	62	81	...	16	62	97
Total ...	333	571	7	255	340	826

The following statement shows the number of certificated and uncertificated teachers employed in the State Vernacular Primary Schools on the 31st March 1890 :—

Division.	Number of teachers who have Normal School or *pro formâ* certificate.		Uncertificated teachers.		Total.	
	Principal.	Assistant.	Principal.	Assistant.	Principal.	Assistant.
Meerut	457	67	78	87	535	154
Agra	521	95	25	32	546	127
Jhánsi	116	12	5	1	121	13
Oudh	772	125	89	502	861	627
Rohilkhand	436	83	26	35	462	118
Kumaun	86	1	70	12	156	13
Allahabad	585	76	23	48	608	124
Benares	617	85	47	53	664	138
Total ...	3,590	544	363	770	3,953	1,314

53. *Institutions wholly or mainly intended for Muhammadans during* 1889-90.

Class of institution.	Division.	Number of institutions.	Number of scholars on the rolls on 31st March 1890.
Colleges	Meerut	1	79
Secondary	Allahabad	2	255
	Kumaun	1	68
	Total, Secondary ...	3	323
Primary	Agra	2	34
Indigenous ...	Meerut	406	3,866
	Agra	15	170
	Jhánsi	2	21
	Oudh	320	2,278
	Rohilkhand	394	5,225
	Kumaun	5	67
	Allahabad	105	1,195
	Benares	134	1,843
	Total, Indigenous ...	1,381	14,665
	GRAND TOTAL ...	1,387	15,101

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

54. The following statement gives for the past three years some statistics of the primary Vernacular Girls' Schools under public management :—

State Primary Vernacular Girls' Schools.

Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar (b).
		Upper primary section.	Lower primary section.	Total.	Public funds(a).	Fees.	Other sources.	Total.	
					Rs.		Rs.	Rs.	
1888	163	164	3,534	3,698	17,821	...	253	18,074	5·0
1889	154	174	3,328	3,502	17,915	...	45	17,960	5·3
1890	154	204	3,201	3,405	17,649	...	...	17,649	5·3

(a) Including expenditure from Municipal Funds.
(b) The incidence per scholar is calculated on the average monthly number of scholars on the rolls.

The only secondary Vernacular Girls' School under public management was the one at Lucknow maintained by the Municipal Board. This school is under the control of the Inspectress of Girls' Schools in the Lucknow District. The school was unfortunate at the last middle class vernacular examination, but the Inspectress trusts that it will yet succeed as a middle class institution.

The following table compares for the past two years some statistics of aided schools for native girls under private management :—

Under private management aided schools for native girls.

Class of school.			Number of schools.	Number of scholars.			Expenditure.			
				In secondary stage.	In primary stage.	Total.	From public funds.	From municipal funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Secondary ...	Vernacular ...	1889 ...	3	28	400	428	3,840	...	9,151	12,991
		1890 ...	2	30	351	(a)381	3,360	130	13,035	16,525
	English ...	1889 ...	6	92	326	418	8,940	...	15,565	24,505
		1890 ...	9	115	748	(b)863	12,780	...	32,951	45,731
Primary ...	Vernacular ...	1889 ...	157	...	5,523	5,523	16,179	1,096	33,786	51,061
		1890 ...	157	...	5,368	(c)5,368	17,603	1,104	33,652	52,359
	English ...	1889 ...	5	...	263	263	2,458	144	3,666	6,268
		1890 ...	5	...	289	(d)289	2,472	144	3,663	6,279
Total ...		1889 ...	171	120	6,512	6,632	31,417	1,240	62,168	94,825
		1890 ...	173	145	6,756	6,901	36,215	1,378	83,301	1,20,894

(a) Except 5 all these girls are returned as Christians.
(b) Do. 14, ditto ditto.
(c) Of these 764 are returned as Christians.
(d) Except 11, all these girls are returned as Christians.

SECTION VII.—THE EDUCATION OF SPECIAL CLASSES.

Schools under the Code of Regulations for European schools.

55. The following statement compares the average daily attendance for the last three years :—

Average daily attendance at European Schools.

Year.	Number of schools.	High section.	Middle section.	Primary section.	Infant Department.	Total.
1888 ...	39	99	546	1,067	304	2,016
1889 ...	40	111	632	1,159	362	2,264
1890 ...	39	102	624	1,024	360	2,110

The attendance in each section was slightly less than for the previous year. As some of the schools are mixed schools, the average attendance of boys and girls could only have been given approximately. This year each Circle Inspector examined the European schools in his circle.

56. The following statement compares the Government expenditure on European schools for the last two years :—

Government expenditure on European schools.

Class of school.			Number of schools.	Grant earned under the Code.	Grant earned under article 28 of the Code (final standard examination).	Payments for school fees and boarding charges of indigent children.	Total.
				Rs.	Rs.	Rs.	Rs.
Boys	High	1889	8	23,291	3,665	892	27,848
		1890	7	18,765	1,850	708	21,323
	Middle	1889	5	5,364	...	857	6,221
		1890	6	6,537	...	456	6,993
	Primary	1889	13	9,073	...	580	9,653
		1890	12	8,400	...	665	9,065
	Total	1889	26	37,728	3,665	2,329	43,722
		1890	25	33,702	1,850	1,829	37,381
Girls	High	1889	3	9,023	920	...	9,943
		1890	5	14,301	1,735	195	16,231
	Middle	1889	10	20,608	795	320	21,723
		1890	8	15,271	555	420	16,246
	Primary	1889	1	1,229	...	...	1,229
		1890	1	1,301	...	...	1,301
	Total	1889	14	30,860	1,715	320	32,895
		1890	14	30,873	2,290	615	33,778
Grand Total		1889	40	68,588	5,380	2,649	76,617
		1890	39	64,575	4,140	2,444	71,159

In the statement for the previous year the Cawnpore Seminary was wrongly included in the middle schools for boys instead of in the middle schools for girls, whence the difference in the figures for 1889 from those given in the previous year's report.

The Memorial School, Cawnpore, was abolished and re-opened as a middle school under the title of the Cawnpore Diocesan Boys' School. The Wellesley Girls' School, Naini Tal, and the Martinière Girls' School, Lucknow, were raised to the high status. The Ordnance Factory School, Cawnpore, was closed. The total number of schools therefore was 39 against 40 for the previous year. The total expenditure from public funds in these schools was Rs. 5,458 less than for the previous year. The following statement gives the names of the institutions in which the grants earned considerably decreased :—

Comparative statement of grants earned in certain institutions.

Serial number.	Name of institution.	Grant earned in 1888-89.	Grant earned in 1889-90.
		Rs.	Rs.
1	St. George's College, Mussooree	5,711	4,579
2	Diocesan Boys' School, Naini Tal	6,712	4,950
3	St. Peter's College, Agra	2,477	1,100
4	St. Paul's Orphanage, Agra	3,277	2,167
5	Cantonment School, Agra	2,240	1,203
6	St. John's School for boys, Meerut	787	530
7	Station School, Fatehgarh	554	235
8	St. Mary's Convent School, Naini Tal	2,984	2,098
9	Canning Girls' School, Agra	1,114	860
	Total	25,856	17,722

The reasons for the decline in the majority of the above cases have already been explained in previous correspondence.

The Diocesan Boys' School, Naini Tal, earned much less this year for the final standard examination.

The following statement gives the names of the institutions in which the grants earned considerably increased :—

Comparative statement of grants earned in certain institutions.

Name of institution.	Grant earned in 1888-89.	Grant earned in 1889-90.
	Rs.	Rs.
North-Western Railway School, Mussoorie	889	1,195
Station School, Ghazipur	408	616
Christ Church School, Lucknow	522	951
Total	1,819	2,762

57. The statement below shows the total number of scholars examined according to standards I—VII in elementary subjects, the total grant earned in these subjects without taking reductions into account under articles 23 and 25 (*c*) of the Code, and the average grant earned per scholar. When it is considered that as a rule the maximum grant a scholar can earn in elementary subjects is Rs. 15 the figures of the statement are fairly satisfactory.

Result of examination in elementary subjects.

Total number of scholars examined.	Total grant earned.	Average grant earned per scholar.	Average percentage of maximum grant earned per scholar.
1,613	19,750	12·2	81·3

58. The following statement compares the results with regard to compulsory subjects of the final standard examinations of 1888 and 1889 conducted by a Board of Examiners, under Mr. Wright, Principal of Queen's College, Benares, in the month of December :—

Final Standard Examination of European schools.

1888.						1889.					
Number of schools represented.	Number of candidates.	*Passed*— In three subjects.	In four subjects.	In all subjects.	Total passed.	Number of schools represented.	Number of candidates.	*Passed*— In three subjects.	In four subjects.	In all subjects.	Total passed.
10	46	9	8	20	37	12	47	10	7	15	32

Regarding the results of this Examination the President, Board of Examiners, writes thus :—

" With regard to general Returns, I may remark that the number of candidates for the final examination of 1889 shows a small increase over the number for 1888, notwithstanding the fact that this year for the first time a fee of Rs. 10 has been taken from each candidate. This speaks well for the popularity of this examination, and is a good augury for the future. With regard to Results, fewer candidates have passed this year in *all* subjects than last year, those who have passed in *four* and *three* subjects respectively remain about the same, but there is a great falling off in the matter of optionals, only 12 pupils having passed in optionals of five kinds, as against 21 pupils in four kinds of optionals last year. These bad results are entirely due to the collapse of one school, *viz.*, the Diocesan Boys'

School, Naini Tal, which in the previous year sent up 14 candidates and passed 11, of whom 7 were in all subjects, whereas in 1889 out of 9 candidates only 4 passed, and none were successful in all subjects. In optionals this school fares still worse, for in 1889, out of 18 candidates in different subjects only 2 passed and these failed in compulsory subjects and cannot draw the grant; whereas in 1888 out of 28 candidates 13 passed and 11 drew the grant. The most conspicuous feature this year is the success of the girls, the majority of whom not only pass, but pass well in the subjects in which they compete. Out of 20 girl candidates who appeared from the different schools, 11 pass in all subjects, 1 in four subjects, and 2 in three subjects, a most excellent result, and of the 12 passed in optionals not less than 10 were girls. In the table of those who pass the examination under para. 29 of the Code the merit of the girls is even more conspicuous, for out of the first 8 in order of merit 7 are girls, 1 of whom heads the whole list, standing alone in the First Division."

On the results of the middle scholarship examination the President writes as follows:—

"With regard to the middle scholarship examination, the returns are very satisfactory. Out of 7 candidates 6 passed well, a result most creditable to the Girls' Diocesan School, Naini Tal, which was the only school competing in this Examination. Unfortunately 5 out of these 6 were disqualified for the scholarship on account of the age clause of the Code, being just over the prescribed age. None of the girls took up the elementary science, as they considered it a difficult subject with very few marks assigned to it. Instead thereof they took up drawing which is marked in the scheme as an optional. With your sanction, however, I allowed the marks they obtained in drawing to count to their credit in making up the aggregate required."

SECTION VIII.—THE RECOMMENDATIONS OF THE EDUCATION COMMISSION.

59. The opinions of the different District Boards were by no means the same on the subject of fees, and the fees levied varied greatly in consequence. Physical education decidedly advanced.

SECTION IX.—EXTRACTS FROM THE EDUCATIONAL REPORTS OF DISTRICT BOARDS.

60. The following extracts are taken from the Educational Reports of some of the District Boards:—

Fees.

(1) *Ghâzipur.*—"The introduction of the fee system into 42 of the Halkabandi Schools was the most important event of the year. The result has been very satisfactory as the average daily attendance in the primary schools has fallen by only 94, *i. e.*, from 2,236 to 2,142. The introduction of fees has probably put a stop to falsification of Registers and the real attendance is probably better than that of last year. The examination results prove this as this year the percentages of passes in the upper primary and lower primary examinations were 54 and 67 against 23 and 46 last year. The result is very gratifying. From April 1st, 1890, the system has been extended to all the schools of the district.

"Although the introduction of the fee system into Halkabandi Schools is of recent date, the system has long been in force in the case of the Tahsíli Schools of the North-Western Provinces, and from many rumours that reached me as an Inspector I feel sure it pressed hard on the teachers. In a word, I entertain no doubt myself that many teachers parted with a portion of their pittance of a salary rather than risk the consequences of a decline in the number of their pupils."

(2) *Basti.*—"The question of fees has come up once or twice during my short period of office of Chairman of the District Board, I am personally of opinion that even the present scale of fees is too high, but I am satisfied for the present that people do not regard them as oppressive.

If they are willing to pay the fees I dare say it is well that they should do so. I would only remark that in more advanced communities the tendency at this mement is to abolish all school fees and to provide free education. It is remarkable that here in India we are for the first time introducing fees in the lowest grade of schools and in lowest classes of these schools.

"It may be a wise policy, I doubt it. The income is infinitesimal and unless the advantage be regarded as important, I should advocate the slacking off of fees except in the higher grade schools."

(3) *Etah.*—Regarding the continuous decrease in the number of pupils attending the middle Vernacular Schools, the Chairman writes as follows:—"But there can be no doubt that the chief factor in the case is the increased demand on the pockets of the parents showing how little real desire there exists on the part of a large proportion of the native community for education except when provided at Government expense."

(4) *Gorakhpur.*—"Before recommending the Board to make any change I am waiting for some further information from the Deputy Inspector to show more in detail the effect of taking fees in different schools; but I incline to the opinion that in this district fees should be remitted altogether in the lower classes and no obstacle whatever placed in the way of teaching elementary reading and writing in the Board's Schools."

(5) *Cawnpore.*—"Fees are now collected in all schools according to the rates mentioned in last year's report. From December 1888 fees were experimentally levied in pargana Cawnpore only. From 1st October 1889 fees have been levied throughout the district. It is gratifying to see that there has been very little falling off in the attendance on this account."

(6) *Agra.*—"The increase from the fees is practically the same as it was in the previous year and the unwillingness to pay them is quite as strong as ever. In districts where the members of the Boards do not visit the schools sufficiently the Director's device of an almost nominal fee in all schools as a check against fictitious entries may be needed and successful but it certainly is not required in this district."

Buildings.

(7) *Azamgarh.*—"A school-house should be stoutly constructed so as not to be always eating up funds in repairs, it should be in a fenced-in enclosure in which should be a garden and a wrestling ground and space for gymnastic exercises. The interior should be clean, whitewashed three or four times a year (a most inexpensive luxury) and there should be a floor cloth of some kind and benches for the boys and a table and a chair or two for the masters with a proper cupboard to keep books, maps, &c., in. The income from fees is available for some of these purposes; it can never suffice for all."

(8) *Etáwah.*—"The state of these schools is altogether fairly satisfactory, and the system we are now pursuing of gradually building good pucka buildings at places where schools are pretty sure to be permanent and *avoiding* as far as possible building any more mud huts is I think a good one. The kacha buildings cost a great deal in repairs and even then are sometimes not safe in the rains. Moreover I look on it as a matter of great importance that the school house should be clean neat and in good order, the practical lesson thus taught being one which comes home and is more likely to bear good fruit than that merely read from a sanitary primer, every rule of which is being disregarded in the actual life which surrounds the pupil."

ALLAHABAD:
6th September 1890.

E. T. CONSTABLE,
Offg. Director, Public Instruction,
N.-W. P. and Oudh.

GENERAL TABLES Nos. I.—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III.—V.—RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1889-90.

(For details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of.	Remarks.
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total Area in Square Miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions. For Males ...	14	7	500	4,249	5	56	4,831	1,912	4,372	11,115	Institutions to number of towns and villages. 10·54	
			Institutions. For Females,	1	...	26	332	2	1	362	...	145	507	Institutions to number of towns and villages. ·48	
	Towns, 297	Males ... 22,912,556													
	Villages 105,124	Females, 21,195,313													
			Total ...	15	7	526	4,581	7	57	5,193	1,912	4,517	11,622	11·02	
	Total, 105,421	Total ... 44,107,869													
106,111			Scholars, Males ...	1,450	611	52,661	145,430	342	3,686	204,180	23,059	53,538	280,777	Male scholars to male population of school-going age. 8·17	
			Scholars, Females...	1	...	2,335	9,359	4	183	11,882	...	2,075	13,957	Female scholars to female population of school-going age. ·44	
			Total ...	1,451	611	54,996	154,789	346	3,869	216,062	23,059	55,613	294,734	4·45	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1889-90.

(For details see General Table IV.)

	Total direct expenditure on Public Instruction.							Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions, { For Males ...	2,45,226	1,61,242	9,18,023	6,05,052	39,508	68,862	20,37,913	19,707	41,014	2,38,278	1,05,319	2,20,675	30,002	63,053	7,18,048	30,57,376	
For Females ...	1,210	...	2,13,727	85,054	48	1,376	3,01,415										
Total ...	2,46,436	1,61,242	11,31,750	6,90,106	39,556	70,238	23,39,328	19,707	41,014	2,38,278	1,05,319	2,20,675	30,002	63,053	7,18,048	30,57,376	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	23·2	26·5	20·6	3·2	..	4·3	77·8	...	7·6	...	5·5	8·6	·0	·5	22·2	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·5	...	26·6	39·1	2·8	1·0	70·0	...	...	17·7	2·0	7·7	1·0	1·6	30·0	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	7·0	·2	51·3	30·6	...	·4	89·5	...	...	...	8·5	1·1	·6	·3	10·5	100	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	8·0	5·3	37·0	22·6	1·3	2·3	76·5	·6	1·3	7·8	3·5	7·2	1·0	2·1	23·5	100	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1889-90—(concluded).

(For details see General Table IV.)

1	Total direct expenditure on Public Instruction.							Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
	2	3	4	5	6	7	8	9
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
3. Average annual cost of educating each pupil in—								
Government Institutions ... Cost to Provincial Revenues ...	113 10 8	420 0 9	0 15 6	...	...	9 3 2	19 8 5	
Government Institutions ... Cost to Local and Municipal Funds ...	3 15 0	0 11 6	20 13 3	3 14 4	119 3 0	3 5 6	16 1 9	
Total Cost ...	**138 0 4**	**461 7 5**	**33 13 2**	**7 15 1**	**119 3 9**	**21 2 7**	**46 14 1**	
Local Fund Schools ... Cost to Provincial Revenues	...	...	...	0 0 0	...	...	0 0 0	
Local Fund Schools ... Cost to Local Funds	...	...	4 12 11	3 12 10	12 0 0	...	3 15 6	
Total Cost ...	...	...	**6 4 11**	**4 0 1**	**12 0 0**	...	**4 6 3**	
Municipal Schools ... Cost to Provincial Revenues	...	...	0 4 2	...	...	...	0 1 7	
Municipal Schools ... Cost to Municipal Funds	...	...	8 0 5	6 9 2	...	...	7 2 0	
Total Cost ...	...	...	**12 12 0**	**8 9 2**	...	...	**10 2 8**	
Aided Institutions ... Cost to Provincial Revenues	62 15 11	12 11 9	6 3 2	1 7 3	...	1 2 1	5 4 2	
Aided Institutions ... Cost to Local and Municipal Funds ...	18 3 5	...	6 5 7	2 9 8	25 0 0	5 13 2	5 1 1	
Total Cost ...	**207 15 6**	**34 4 6**	**37 15 11**	**11 0 5**	**111 0 8**	**16 3 8**	**29 14 8**	
Unaided Institutions ... ... **Total Cost** ...	**319 11 11**	**1 4 4**	**56 9 6**	**5 6 1**	...	**16 4 8**	**38 15 6**	
All Institutions ... Cost to Provincial Revenues	88 5 5	245 15 8	2 1 8	0 1 11	...	6 6 4	2 0 8	
All Institutions ... Cost to Local and Municipal Funds ...	9 5 11	0 6 7	7 11 9	3 12 7	111 3 4	3 14 8	5 0 1	
Total Cost ...	**174 2 7**	**277 0 9**	**21 7 2**	**4 11 1**	**117 6 0**	**19 7 9**	**11 5 11**	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh, for the official year* 1889-90.

	Class of Institutions.	Public Institutions.							
		Under Public Management.							
		Managed by Government.				Managed by Local Fund and Municipal Boards.			
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
	1	2	3	4	5	6	7	8	9
	Arts Colleges.								
University Education.	English	3	361	370	329	...	...	...	...
	Oriental	1	430	421	364	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.								
	Law	2	156	120	87	...	...	...	...
	Engineering	1	215	215	215	...	...	...	...
	Total ...	**7**	**1,162**	**1,126**	**995**	...	...	...	...
	Secondary Schools.								
School Education, General.	For Boys ... High Schools ...	30	6,876	6,821	5,862	...	...	...	...
	For Boys ... Middle Schools. English ...	8	825	812	689	13	835	792	630
	For Boys ... Middle Schools. Vernacular ...	...	...	...	...	344	28,205	26,627	21,610
	For Girls ... High Schools ...	...	...	...	...	...	...	...	...
	For Girls ... Middle Schools. English ...	...	...	...	...	...	...	...	...
	For Girls ... Middle Schools. Vernacular ...	...	...	...	...	1	17	17	16
	Total ...	**38**	**7,701**	**7,633**	**6,551**	**358**	**29,057**	**27,436**	**22,256**
	Primary Schools.								
	For Boys	31	2,033	1,863	1,571	4,029	1,36,278	129,145	102,384
	For Girls	...	...	...	...	154	3,405	3,346	2,576
	Total ...	**31**	**2,033**	**1,863**	**1,571**	**4,183**	**139,683**	**132,491**	**104,960**
	Schools for Special Instruction.								
School Education, Special.	Training Schools for Masters ...	4	319	309	281	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	2	4	4	4
	Medical Schools	1	235	237	230	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...
	Other Schools	45	2,379	2,140	1,429	...	...	...	...
	Total ...	**50**	**2 933**	**2,686**	**1,940**	**2**	**4**	**4**	**4**
	Total of Colleges and Schools of Public Instruction	**126**	**13,929**	**13,308**	**11,057**	**4,543**	**168,744**	**159,931**	**127,220**

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-*

Class of Institutions.	Public Institutions—(*concluded.*)								Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.
	Under Private Management.									
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
University Education. — English	4	495	470	415	(*a*) 6	75	67	60	13	931
University Education. — Oriental	1	90	87	74	...	...	...	...	2	520
Colleges or Departments of Colleges for Professional Training.										
University Education. — Law	2	185	192	134	2	55	55	50	6	396
University Education. — Engineering	...	...	...	...	...	...	...	...	1	215
Total ...	7	770	749	623	8	130	122	110	22	2,062
Secondary Schools.										
School Education, General. — For Boys. — High Schools ...	43	8,972	8,885	7,375	2	122	122	105	75	15,970
School Education, General. — For Boys. — Middle Schools. — English ...	41	4,929	4,666	3,775	6	630	593	509	68	7,219
School Education, General. — For Boys. — Middle Schools. — Vernacular ...	10	1,022	979	747	3	264	276	216	357	29,491
School Education, General. — For Girls. — High Schools ...	8	802	765	675	...	...	...	...	8	802
School Education, General. — For Girls. — Middle Schools. — English ...	14	1,078	995	910	1	38	37	21	15	1,116
School Education, General. — For Girls. — Middle Schools. — Vernacular ...	2	381	383	347	...	...	...	...	3	398
Total ...	118	17,184	16,673	13,829	12	1,054	1,028	851	526	54,996
Primary Schools.										
School Education, General. — For Boys	164	6,358	6,117	4,912	25	743	718	524	4,249	145,412
School Education, General. — For Girls	167	5,787	5,634	4,389	11	185	207	130	332	9,377
Total ...	331	12,145	11,751	9,301	36	928	925	654	4,581	154,789
Schools for Special Instruction.										
School Education, Special. — Training Schools for Masters,	1	23	24	23	...	...	...	...	5	342
School Education, Special. — Ditto for Mistresses,	...	...	...	...	...	...	...	...	2	4
School Education, Special. — Medical Schools ...	...	...	...	...	...	...	...	...	1	235
School Education, Special. — Industrial Schools ...	3	195	210	188	...	...	...	...	3	195
School Education, Special. — Other Schools	6	889	851	661	2	171	167	126	53	3,439
Total ...	10	1,107	1,085	872	2	171	167	126	64	4,215
Total of Colleges and Schools of Public Instruction ...	466	31,206	30,258	24,625	58	2,283	2,242	1,741	5,193	216,062
Private Institutions ... — 1. Advanced teaching— (*a*) Arabic or Persian									1,419	17,037
Private Institutions ... — 1. Advanced teaching— (*b*) Sanskrit									466	5,735
Private Institutions ... — 1. Advanced teaching— (*c*) Any other oriental classic									27	287
Private Institutions ... — 2. Elementary, teaching a vernacular only or mainly, For Boys ...									3,328	43,147
Private Institutions ... — 2. Elementary, teaching a vernacular only or mainly, For Girls ...									96	1,577
Private Institutions ... — 3. Elementary, teaching the Koran ... ... For Boys ...									1,044	10,393
Private Institutions ... — 3. Elementary, teaching the Koran ... ... For Girls ...									49	496
Total									6,429	78,672
GRAND TOTAL									11,622	294,734

TABLE III—(*concluded*).

Western Provinces and Oudh, for the official year 1889-90.

Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st March according to Race or Creed.					Number of Girls in boys' schools.	Number of Boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
931	814	4	20	16	734	161	...	...	...	(*a*) Including one girls' institution attended by one girl only.
45	511	9	...	...	464	56	...	...	...	
396	...	...	5	3	319	69	...	...	...	
215	...	...	74	...	101	33	7	...	...	
1,587	1,325	13	99	19	1,618	319	7	...	...	
15,882	11,335	5,075	842	511	11,601	3,003	13	19	...	
6,858	3,440	3,881	408	432	4,962	1,413	4	60	...	
109	1,175	28,926	...	29	22,031	7,431	...	...	...	
800	178	419	660	137	3	1	1	...	32	
761	213	851	465	637	9	...	5	...	28	
120	135	506	...	376	5	17	...	...	...	
24,530	16,476	39,658	2,375	2,122	38,611	11,865	23	79	60	
4,596	1,318	145,996	412	1,675	124,126	19,165	34	161	...	
467	182	9,509	128	1,060	5,518	2,669	2	...	179	
5,063	1,500	155,505	540	2,735	129,644	21,834	36	161	179	
...	183	712	...	23	258	61	...	...	...	
...	...	4	...	...	4	...	...	...	...	
...	...	235	...	46	107	82	...	47	...	
37	...	297	...	192	3	...	...	24	...	
53	835	2,743	...	...	2,892	544	3	....	...	
90	1,018	3,991	...	261	3,264	687	3	71	...	
31,270	20,319	199,167	3,014	5,137	173,137	34,705	69	311	239	
...	17,037	...	...	...	4,604	12,431	2	...	...	
...	5,735	...	...	...	5,691	23	21	...	...	
...	287	...	...	...	212	63	12	...	...	
2,124	9,714	31,937	1	1,062	29,773	11,899	412	...	...	
44	100	1,474	...	270	831	465	11	...	...	
...	10,393	...	...	...	30	10,363	...	...	...	
...	496	...	...	...	6	490	...	2	...	
2,168	43,762	33,411	1	1,332	41,147	35,734	458	2	...	
33,438	64,081	232,578	3,015	6,469	214,284	70,439	527	313	239	

GENERAL

Return of **Expenditure** *on Public Instruction in the North-*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	76,828	3,114	...	14,693	...	1,355	95,990
UNIVERSITY EDUCATION. Oriental	13,083	...	...	...	...	100	13,183
UNIVERSITY EDUCATION. *Colleges or Departments of Colleges for Professional Training.*							
UNIVERSITY EDUCATION. Law	37	...	...	6,934	...	...	6,971
UNIVERSITY EDUCATION. Engineering	1,40,679	...	240	...	...	6,700	1,47,619
Total ...	**2,30,627**	**3,114**	**240**	**21,627**	**...**	**8,155**	**2,63,763**
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys... High Schools	7,392	1,27,936	10,573	80,174	442	4,049	2,30,566
SCHOOL EDUCATION, GENERAL. For Boys... Middle Schools. English ...	...	19,837	623	6,733	304	93	27,590
SCHOOL EDUCATION, GENERAL. For Boys... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls... High Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls... Middle Schools. English ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
Total ...	**7,392**	**1,47,773**	**11,196**	**86,907**	**746**	**4,142**	**2,58,156**
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	...	3,793	3,464	6,198	585	755	14,795
SCHOOL EDUCATION, GENERAL. For Girls	...	...	...	...	...	...	...
Total ...	**...**	**3,793**	**3,464**	**6,198**	**585**	**755**	**14,795**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	36,829	...	...	...	14	36,843
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	21,862	...	...	...	4,812	...	26,674
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	...	7,945	...	13,748	537	1,395	23,625
Total ...	**21,862**	**44,774**	**...**	**13,748**	**5,349**	**1,409**	**87,142**
Buildings	34,263	24,378	669	6	300	2,016	61,632
Furniture and Apparatus (Special grants only) ...	...	1,942	80	1,899	...	...	3,921
Total ...	**34,263**	**26,320**	**749**	**1,905**	**300**	**2,016**	**65,553**
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Special Schools other than Training schools,	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	**...**	**...**	**...**	**...**	**...**	**...**	**...**
Total Expenditure on Public Instruction ...	**2,94,144**	**2,25,774**	**15,649**	**1,30,385**	**6,980**	**16,477**	**6,89,409**

TABLE IV.

Western Provinces and Oudh, for the official year 1889-90.

Institutions.

Management.

Managed by Local Fund and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
360	2,462	7,241	2,398	634	...	13,095
...	1,25,111	7,352	34,552	216	490	1,67,721
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	480	670	...	...	...	1,150
360	**1,28,053**	**15,263**	**36,950**	**850**	**490**	**181,966**
300	4,83,233	18,281	19,286	1,900	115	5,23,115
...	13,564	4,085	...	...	...	17,649
300	**4,96,797**	**22,366**	**19,286**	**1,900**	**115**	**5,40,764**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	48	...	...	...	...	48
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	**48**	...	...	...	...	**48**
...	77,258	335	780	235	9,512	88,120
...	11,799	145	632	98	...	12,674
...	**89,057**	**480**	**1,412**	**333**	**9,512**	**100,794**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
660	**7,13,955**	**38,109**	**57,648**	**3,083**	**10,117**	**8,23,572**

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education. — English	32,427	3,296	6,850	16,188	2,575	48,573	1,09,909
University Education. — Oriental	2,661	...	...	42	...	3,228	5,931
University Education. — *Colleges or Departments of Colleges for Professional Training.*							
University Education. — Law	2,445	...	...	3,663	...	474	6,582
University Education. — Engineering	...	...	...	...	...	...	...
Total	37,533	3,296	6,850	19,893	2,575	52,275	1,22,422
Secondary Schools.							
School Education, General. — For Boys... High Schools	59,672	48,809	16,215	94,177	16,066	93,223	3,28,162
School Education, General. — For Boys... Middle Schools. English	7,957	18,006	7,145	27,196	6,002	20,382	86,688
School Education, General. — For Boys... Middle Schools. Vernacular	...	2,516	336	1,404	570	2,783	7,609
School Education, General. — For Girls... High Schools	22,009	1,800	60	45,353	3,035	41,206	1,13,463
School Education, General. — For Girls... Middle Schools. English	13,725	7,470	...	35,445	1,039	23,326	81,005
School Education, General. — For Girls... Middle Schools. Vernacular	...	3,360	130	55	300	12,680	16,525
Total	1,03,363	81,961	23,886	2,03,630	27,012	1,93,600	6,33,452
Primary Schools.							
School Education, General. — For Boys	9,412	10,756	2,536	7,717	10,886	21,856	63,163
School Education, General. — For Girls	7,664	15,695	1,608	2,527	10,491	28,421	66,406
Total	17,076	26,451	4,144	10,244	21,377	50,277	1,29,569
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters	...	600	...	...	...	2,065	2,665
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	1,560	...	...	...	4,868	6,428
School Education, Special. — Other Schools	1,200	4,260	360	1,172	1,472	2,326	10,790
Total	1,200	6,420	360	1,172	1,472	9,259	19,883
Buildings	12,076	2,473	53	10,450	17,718	27,233	70,003
Furniture and Apparatus (Special grants only)	54	68	365	3,069	1,919	2,433	7,908
Total	12,130	2,541	418	13,519	19,637	29,666	77,911
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools,	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction...	1,71,302	1,20,660	35,658	2,48,458	72,073	3,35,077	9,83,237

TABLE IV—(*concluded*).

North-Western Provinces and Oudh, for the official year 1889-90.

Institutions.									
Management.				Total expenditure from—					
Unaided.									Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,300	11,064	8,059	21,423	1,09,255	6,410	6,850	33,181	71,626	2,27,322
...	...	...	...	15,744	...	...	42	3,328	19,114
70	...	...	70	2,482	...	...	10,667	474	13,623
...	...	...	...	1,40,679	...	240	...	6,700	1,47,619
2,370	11,064	8,059	21,493	2,68,160	6,410	7,090	43,890	82 128	4,07,678
12,360	...	8,859	21,219	67,064	1,76,745	26,788	1,86,711	1,22,689	5,79,947
21,852	860	11,066	33,778	8,317	40,305	15,009	58,179	39,341	1,61,151
189	713	693	1,595	...	1,27,627	7,688	36,145	5,465	1,76,925
...	...	...	...	22,009	1,800	60	45,353	44,241	1,13,463
1,584	...	...	1,584	13,725	7,470	...	37,029	24,365	82,589
...	...	...	...	...	3,840	800	55	12,980	17,675
35,985	1,573	20,618	58,176	1,11,115	3,57,787	50,345	3,63,472	2,49,031	11,31,750
313	771	2,895	3,979	9,712	4,97,782	24,281	33,514	39,763	6,05,052
5	...	994	999	7,664	29,259	5,693	2,532	39,906	85,054
318	771	3,889	4,978	17,376	5,27,041	29,974	36,046	79,669	6,90,106
...	...	...	...	...	37,429	...	...	2,079	39,508
...	...	...	...	...	48	...	...	...	48
...	...	...	...	21,862	...	...	...	4,812	26,674
...	...	...	...	...	1,560	...	...	4,868	6,428
685	...	2,036	2,721	1,200	12,205	360	15,605	7,766	37,136
685	...	2,036	2,721	23,062	51,242	360	15,605	19,525	1,09,794
...	554	366	920	46,339	1,04,109	1,057	11,236	57,934	2,20,675
25	4,957	517	5,499	54	13,809	590	5,625	9,924	30,002
25	5,511	883	6,419	46,393	1,17,918	1,647	16,861	67,858	2,50,677
...	...	...	...	...	...	...	19,707	...	19,707
...	...	...	...	41,014	...	...	...	...	41,014
...	...	...	...	...	2,38,278	...	...	...	2,38,278
...	...	...	...	9,577	2	696	...	16,177	26,452
...	...	...	...	...	...	...	...	6,790	6,790
...	...	...	...	6,696	26,005	4,271	235	13,268	50,475
...	...	...	...	67	34	129	120	4,346	4,696
...	...	...	...	13,000	...	3,240	...	666	16,906
...	...	...	...	2,873	21,478	284	28,753	9,665	63,053
...	...	...	...	73,227	2,85,797	8,620	48,815	50,912	4,67,371
39,383	18,919	35,485	93,787	5,39,333	13,46,195	98,036	5,24,689	5,49,123	30,57,376

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General

Class of Schools,		Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
				1			2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—									
For Boys ... Government	English	38	7,701	959	...	959	2,370	...	2,370
	Vernacular	...	...	...	...	...	...	...	...
Local Fund	English	2	93	...	...	...	23	...	23
	Vernacular	339	27,517	...	...	...	6,243	...	6,243
Municipal	English	11	742	...	...	...	143	...	143
	Vernacular	5	688	...	...	...	117	...	117
Aided	English	84	13,901	1,124	...	1,124	3,106	...	3,106
	Vernacular	10	1,022	...	...	...	163	...	163
Unaided	English	8	752	11	...	11	205	...	205
	Vernacular	3	264	...	...	...	56	...	56
Total		**500**	**52,680**	**2,094**	...	**2,094**	**12,426**	...	**12,426**
For Girls ... Government	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Local Fund	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Municipal	English	...	...	...	...	...	...	...	...
	Vernacular	1	17	...	...	...	...	17	17
Aided	English	22	1,880	...	83	83	...	448	448
	Vernacular	2	381	...	...	...	...	30	30
Unaided	English	1	38	...	...	...	...	6	6
	Vernacular	...	...	...	...	...	...	...	...
Total		**26**	**2,316**	...	**83**	**83**	...	**501**	**501**
Total, Secondary Schools		**526**	**54,996**	**2,094**	**83**	**2,177**	**12,426**	**501**	**12,927**
Primary Schools—									
For Boys ... Government		31	2,033	...	...	...	...	...	...
Local Fund		3,979	134,313	...	...	...	...	...	...
Municipal ...		50	1,965	...	...	...	...	...	...
Aided ...		164	6,358	...	...	...	...	...	...
Unaided ...		25	743	...	...	...	...	...	...
Total		**4,249**	**145,412**	...	...	...	...	...	...
For Girls ... Government		...	...	...	...	...	...	...	...
Local Fund		140	2,997	...	...	...	...	...	...
Municipal ...		14	408	...	...	...	...	...	...
Aided ...		167	5,787	...	...	...	...	...	...
Unaided ...		11	185	...	...	...	...	...	...
Total		**332**	**9,377**	...	...	...	...	...	...
Total, Primary Schools		**4,581**	**154,789**	...	...	...	...	...	...
GRAND TOTAL		**5,107**	**209,785**	**2,094**	**83**	**2,177**	**12,426**	**501**	**12,927**

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1889-90

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,239	...	2,239	2,133	...	2,133	...	...	...	7,701	...	7,701
...	...	...	...	...	...	...	...	...	...	...	...
11	...	11	59	...	59	...	...	...	93	...	93
6,125	...	6,125	13,624	...	13,624	1,525	...	1,525	27,517	...	27,517
176	...	176	423	...	423	...	...	...	742	...	742
153	...	153	383	...	383	35	...	35	688	...	688
2,866	...	2,866	6,597	...	6,597	208	...	208	13,901	...	13,901
192	...	192	583	...	583	84	...	84	1,022	...	1,022
187	...	187	343	...	343	6	...	6	752	...	752
57	...	57	146	...	146	5	...	5	264	...	264
12,006	...	12,006	24,291	...	24,291	1,863	...	1,863	52,680	...	52,680
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	17	17
...	405	405	...	765	765	...	179	179	...	1,880	1,880
...	39	39	...	292	292	...	20	20	...	381	381
...	14	14	...	15	15	...	3	3	...	38	38
...	...	...	...	...	...	...	...	...	...	...	...
...	458	458	...	1,072	1,072	...	202	202	...	2,316	2,316
12,006	458	12,464	24,291	1,072	25,363	1,863	202	2,065	52,680	2,316	54,996
23	...	23	1,970	...	1,970	40	...	40	2,033	...	2,033
24,505	...	24,505	98,350	...	98,350	11,458	...	11,458	1,34,313	...	1,34,313
206	...	206	1,416	...	1,416	343	...	343	1,965	...	1,965
553	...	553	4,454	...	4,454	1,351	...	1,351	6,358	...	6,358
98	...	98	469	...	469	176	...	176	743	...	743
25,385	...	25,385	106,659	...	106,659	13,368	...	13,368	1,45,412	...	1,45,412
...	...	...	...	...	...	...	...	...	...	...	...
...	146	146	...	2,334	2,334	...	517	517	...	2,997	2,997
...	58	58	...	346	346	...	4	4	...	408	408
...	379	379	...	4,199	4,199	...	1,209	1,209	...	5,787	5,787
...	...	...	...	132	132	...	55	53	...	185	185
...	583	583	...	7,011	7,011	...	1,783	1,733	...	9,377	9,377
25,385	583	25,968	106,659	7,011	113,670	13,368	1,783	15,151	145,412	9,377	154,789
37,391	1,041	38,432	130,950	8,083	13,99,433	15,331	1,985	17,216	193,092	11,693	209,785

GENERAL

Return showing the **Results of Prescribed Examinations** *in the North-*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	3	...	4	7	8	...	7	22
2. Bachelor of Arts	2	4	...	6	26	50	...	5	81
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. First Arts Examination ...	3	4	5	12	142	176	38	35	391
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (*a*) ...	1	...	...	1	52	...	...	1	53
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (*b*) ...	2	3	3	8	103	11	11	4	129
„ „ „ Arabic (*c*) ...	...	1	...	1	...	1	...	...	1
„ „ „ Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (*d*) ...	2	5	5	12	59	28	12	18	117
„ „ Arabic (*e*) ...	...	3	...	3	...	12	...	3	15
„ „ Persian (*f*) ...	...	2	1	3	...	11	1	...	12
„ „ Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law (*g*)	2	2	1	5	9	21	1	...	31
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery,	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific... ...	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	1	...	...	1	13	...	...	...	13
2. B. C. E.	1	...	...	1	25	...	...	...	25
3. L. C. E.	1	...	...	1	37	...	...	...	37
4. First L. C. E.	1	...	...	1	233	...	...	...	233
Teaching.									
1. Licentiate in Teaching ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... { Boys ...	30	49	6	85	437	603	53	243	1,308
Matriculation ... { Girls ...	...	5	...	5	...	17	...	2	19
Middle School examination. { Boys ...	374	95	19	488	3,530	1,531	189	2,682	7,932
Middle School examination. { Girls ...	...	4	...	4	...	21	...	...	21
Upper Primary examination. { Boys ...	2,432	192	12	2,636	9,310	1,773	82	...	11,165
Upper Primary examination. { Girls ...	14	27	...	41	30	300	...	...	330
Lower Primary examination. { Boys ...	4,261	195	25	4,481	20,769	2,522	193	...	23,484
Lower Primary examination. { Girls ...	64	115	2	181	118	564	35	...	717
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School examination for Masters. { Upper ... / Lower ...	...	1	...	1	...	10	...	...	10
2. Training School examination for Mistresses. { Upper ...	...	...	...	...	...	...	...	...	...
2. Training School examination for Mistresses. { Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	29	...	...	...	29
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...

(*a*) Acharya Examination of the Sanskrit College, Benares.
(*b*) Madhyama Pariksha Examination of the Sanskrit College
(*c*) Maulvi Fazil Examination of the Panjáb University.
(*d*) Prajna and Visharad Examinations, Panjáb University and
(*e*) Maulvi and Maulvi Alim Examinations, Panjáb University
(*f*) Munshi and Munshi Alim Examinations, Punjáb University.
(*g*) L. L. B. Examination of the Allahabad University and B. L.
*Roorkee College

TABLE VI.

Western Provinces and Oudh, during the official year 1889-90.

Number passed.					Race or Creed of passed Scholars.					Remarks.
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
11	12	13	14	15	16	17	18	19	20	21
5	4	...	3	12	...	...	12	...	...	
14	31	...	1	46	3	3	37	2	1	
...	...	...	...	...	...	...	...	...	...	
87	95	22	15	219	6	2	172	36	3	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
38	...	...	1	39	...	...	39	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
54	5	7	3	69	...	...	69	...	...	
...	1	...	...	1	...	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	
20	8	1	5	34	...	...	34	...	...	
...	5	...	1	6	...	...	...	6	...	
...	9	...	...	9	...	...	1	8	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
6	9	...	...	15	...	...	14	1	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
12	...	...	...	12	5	...	6	...	1	Engineer*.
25	...	...	...	25	16	...	6	3	...	Upper Subordinate.*
37	...	...	...	37	...	...	31	6	...	Lower Subordinate.*
76	...	...	...	76	27	...	41	8	...	College Entrance.*
...	...	...	...	...	...	...	...	...	...	
269	262	27	52	610	32	9	443	119	7	
...	12	...	...	12	12	...	...	...	...	
1,972	588	49	485	3,094	...	28	2,324	742	...	
...	6	...	...	6	...	6	...	...	...	
6,073	1,000	40	...	7,113	2	46	5,737	1,324	4	
21	185	...	...	206	2	92	60	52	...	
14,633	1,465	112	...	16,210	...	131	13,357	2,721	1	
76	334	22	...	432	6	77	137	212	...	
...	10	...	...	10	...	10	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
28	...	...	...	28	...	3	10	15	...	
...	...	...	...	...	...	...	...	...	...	

Benares and Shastri Examination of the Panjáb University.

Prathama Pariksha Examination of the Sanskrit College, Benares.
and Mulla Examination.

Examination of the Calcutta University and High Court Vakil Examination.
Examinations.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.			Expenditure of				
			In Institutions managed				
			Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1			2	3	4	5	6
							Rs.
	Arts Colleges.						
University Education.	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Engineering		...	...	...	...	...
	Total ...		...	...	...	...	...
	Secondary Schools.						
School Education, General.	For Boys ...	High Schools	...	...	...	...	...
		Middle Schools. English	2	93	68	49	...
		Middle Schools. Vernacular ...	339	27,517	25,983	21,096	...
	For Girls ...	High Schools	...	...	...	...	...
		Middle Schools. English	...	...	...	...	...
		Middle Schools. Vernacular ...	...	...	...	...	...
	Total ...		**341**	**27,610**	**26,051**	**21,145**	...
	Primary Schools.						
	For Boys		3,979	134,313	127,295	100,852	300
	For Girls		140	2,997	2,947	2,289	...
	Total ...		**4,119**	**137,310**	**130,242**	**103,141**	**300**
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters		...	...	...	...	...
	Training Schools for Mistresses		2	4	4	4	...
	Industrial Schools		...	...	...	...	...
	Other Schools		...	...	...	...	...
	Total ...		**2**	**4**	**4**	**4**	...
	Buildings		...	...	...	...	...
	Furniture and Apparatus (Special grants only)		...	...	...	...	...
	Total ...		...	...	...	...	...
	Inspection		...	...	...	...	...
	Scholarships held in ...	Arts Colleges	...	...	...	...	...
		Secondary Schools	...	...	...	...	...
		Primary Schools	...	...	...	...	...
		Special Schools other than Training Schools.	...	...	...	...	...
	Miscellaneous		...	...	...	...	...
	Total ...		...	...	...	...	...
	GRAND TOTAL ...		**4,462**	**164,924**	**156,297**	**124,290**	**300**

TABLE VII.

Instruction in the North-Western Provinces and Oudh, for the official year 1889-90.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by —			
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	3,114	...	3,296	6,410
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**3,114**	...	**3,296**	**6,410**
...	...	...	...	...	...	1,27,936	...	48,809	1,76,745
146	123	223	164	...	656	19,837	2,316	18,006	40,305
1,25,111	4,027	33,804	210	490	1,63,648	...	...	2,516	1,27,627
...	...	...	...	...	...	...	...	1,800	1,800
...	...	...	...	...	...	...	...	7,470	7,470
...	...	...	...	...	...	...	480	3,360	3,840
1,25,257	**4,150**	**34,027**	**38**	**490**	**1,64,304**	**1,47,773**	**2,796**	**81,961**	**3,57,787**
4,81,853	6,906	16,321	1,744	115	5,07,239	3,793	1,380	10,756	4,97,782
13,564	683	...	...	...	14,247	...	...	15,695	29,259
4,95,417	**7,589**	**16,321**	**1,744**	**115**	**5,21,486**	**3,793**	**1,380**	**26,451**	**5,27,041**
...	...	...	...	...	...	36,829	...	600	37,429
48	...	...	...	...	48	...	...	...	48
...	...	...	...	...	...	...	...	1,560	1,560
...	...	...	...	...	...	7,945	...	4,260	12,205
48	...	...	...	...	**48**	**44,774**	...	**6,420**	**51,242**
77,258	281	780	235	...	78,554	24,378	...	2,473	1,04,109
11,799	...	632	...	...	12,431	1,942	...	68	13,809
89,057	**281**	**1,412**	**235**	...	**90,985**	**26,320**	...	**2,541**	**1,17,918**
...	...	...	...	...	...	...	...	...	2,38,278
...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	26,005
...	...	...	...	...	...	...	...	...	34
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	21,478
...	...	...	...	...	...	...	...	...	2,85,797
7,09,779	**12,020**	**51,7**	**2,359**	**650**	**7,76,823**	**2,25,7**	**4,176**	**1,20,669**	**1[illegible],46,195**

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.			Expenditure of					
			In Institutions managed					
			Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1			17	18	19	20	21	22
							Rs.	Rs.
	Arts Colleges.							
University Education.	English	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Engineering	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
	Secondary Schools.							
School Education, General.	For Boys — High Schools	...	...	...	...	...	...	...
	For Boys — Middle Schools — English	...	11	742	724	581	360	7,118
	For Boys — Middle Schools — Vernacular	...	5	688	644	514	...	3,325
	For Girls — High Schools	...	...	...	...	...	...	...
	For Girls — Middle Schools — English	...	...	...	...	...	...	...
	For Girls — Middle Schools — Vernacular	...	1	17	17	16	...	670
	Total	...	**17**	**1,447**	**1,385**	**1,111**	**360**	**11,113**
	Primary Schools.							
	For Boys	...	50	1,965	1,850	1,532	...	11,375
	For Girls	...	14	408	399	287	...	3,402
	Total	...	**64**	**2,373**	**2,249**	**1,819**	...	**14,777**
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters	...	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
	Buildings	...	...	...	...	...	...	54
	Furniture and Apparatus (Special grants only)	...	...	...	...	...	...	145
	Total	...	...	...	...	...	...	**199**
	Inspection	...	...	...	...	...	...	...
	Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
	Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
	Scholarships held in — Primary Schools	...	...	...	...	...	...	...
	Scholarships held in — Special Schools other than Training Schools.		...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...
	Total	...	...	..	...	...	...	...
	GRAND TOTAL	...	**81**	**3,820**	**3,634**	**2,930**	**360**	**6,0889**

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh, for the official year 1889-90.

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	6,850	6,850	13,260
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	240	...	...	240	240
...	...	...	...	...	**240**	...	**6,850**	**7,090**	**13,500**
...	...	...	...	...	10,573	...	16,215	26,788	2,03,533
2,316	2,175	470	...	12,439	623	123	7,145	15,009	55,314
...	748	...	...	4,073	...	4,027	336	7,688	1,35,315
...	...	...	...	...	...	...	60	60	1,860
...	...	...	...	...	...	...	...	...	7,470
480	...	...	...	1,150	...	...	130	800	4,640
2,796	**2,923**	**470**	...	**17,662**	**11,196**	**4,150**	**23,886**	**50,345**	**4,08,132**
1,380	2,965	156	...	15,876	3,464	6,906	2,536	24,281	5,22,063
...	...	...	...	3,402	...	683	1,608	5,693	34,952
1,380	**2,965**	**156**	...	**19,278**	**3,464**	**7,589**	**4,144**	**29,974**	**5,57,015**
...	...	...	...	...	...	...	...	...	37,429
...	...	...	...	...	...	...	...	...	48
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	360	360	12,565
...	...	...	...	...	...	...	**360**	**360**	**51,602**
...	...	...	9,512	9,566	669	281	53	1,057	1,05,166
...	...	98	...	243	80	...	365	590	14,399
...	...	**98**	**9,512**	**9,809**	**749**	**281**	**418**	**1,647**	**1,19,565**
...	...	...	...	...	...	...	...	...	2,38,278
...	...	...	...	...	...	...	...	696	698
...	...	...	...	...	...	...	...	4,271	30,276
...	...	...	...	...	...	...	...	129	163
...	...	...	...	...	...	...	...	3,240	3,240
...	...	...	...	...	...	...	...	284	21,762
...	...	...	...	...	...	...	...	**8,620**	**2,94,417**
4,176	**5,888**	**724**	**9,512**	**46,749**	**15,649**	**12,020**	**35,658**	**98,036**	**14,44,231**

GENERAL

Return of **Public Colleges, Schools** *and* **Scholars** *in the*

(For Europeans

Class of Institutions.	Public Institutions.							
	Under Private management.							
	Aided by Government.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	...	...	...	...	3	12	6	6
Total ...	...	...	...	...	**3**	**12**	**6**	**6**
Secondary Schools.								
School Education, General. — For Boys ... High Schools ...	7	706	666	639	2	122	122	105
For Boys ... Middle Schools, English ...	5	238	217	185	1	168	150	143
For Girls ... High Schools ...	6	586	563	513	...	...	...	...
For Girls ... Middle Schools, English ...	7	431	372	331	1	38	37	21
Total ...	**25**	**1,961**	**1,818**	1,668	**4**	**328**	**309**	**269**
Primary Schools.								
For Boys	8	385	356	278	1	14	12	10
For Girls	5	130	130	114	...	...	...	...
Total ...	**13**	**515**	**486**	**392**	**1**	**14**	**12**	**10**
GRAND TOTAL ...	**38**	**2,476**	**2,304**	**2,060**	**8**	**354**	**327**	**285**

TABLE III.

North-Western Provinces and Oudh, for the official year 1889-90.

AND EURASIANS.)

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in boys' schools.	Number of Boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
3	12	12	9	4	12	...	...	...	...	...	...	
3	12	12	9	4	12	...	...	...	...	...	...	
9	828	828	483	605	820	1	5	1	1	19	...	
6	406	406	65	124	400	1	5	...	...	60	...	
6	586	586	141	214	584	2	...	...	...	...	32	
8	469	469	76	...	464	...	...	...	5	...	28	
29	2,289	2,289	765	943	2,268	4	10	1	6	79	60	
9	399	399	...	47	398	...	...	...	1	147	...	
5	130	130	...	...	128	1	1	...	...	...	27	
14	529	529	...	47	526	1	1	...	1	147	27	
64	2,830	2,830	774	994	2,806	5	11	1	7	226	87	

GENERAL

Return of **Expenditure** *on Public Institutions for Europeans and Eurasians in the North-*

Objects of expenditure.			Public						
			Under Private						
			Aided by Government.						
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6	7	8
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.									
University Education.	English		...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Secondary Schools									
School Education, General.	For Boys — High Schools ...	...	21,445	209	720	29,501	1,175	38,728	91,778
	For Boys — Middle Schools—English	...	5,497	...	360	8,787	130	4,676	19,450
	For Girls — High Schools ...	...	20,209	...	60	43,969	3,035	34,249	1,01,522
	For Girls — Middle Schools—English	...	11,925	90	...	34,521	679	...	47,215
	Total	...	59,076	299	1,140	1,16,778	5,019	77,653	2,59,965
Primary Schools.									
	For Boys		7,432	...	740	4,630	285	3,307	16,394
	For Girls		3,284	...	360	1,575	599	1,950	7,768
	Total	...	10,716	...	1,100	6,205	884	5,257	24,162
Buildings		...	12,076	300	...	8,803	13,510	250	34,939
Furniture and Apparatus (Special grants only)		...	54	...	...	2,898	1,133	570	4,655
	Total	...	12,130	300	...	11,701	14,643	820	39,594
Inspection		...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges		...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools		...	...	...	...	...	...	...	...
Scholarships held in — Primary Schools		...	...	...	...	...	...	...	...
Miscellaneous.		...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction		...	81,922	599	2,240	1,34,684	20,546	83,730	3,23,721

TABLE IV.

Western Provinces and Oudh, for the official year 1889-90.

Institutions.									
management.				Total Expenditure from—					
Unaided.									GRAND TOTAL.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
922	3,400	1,210	5,532	...	...	...	922	4,610	5,532
922	**3,400**	**1,210**	**5 532**	...	...	...	**922**	**4,610**	**5,532**
12,360	...	8,859	21,219	21,445	209	720	41,861	48,762	1,12,997
20,073	...	8,000	28,073	5,497	...	360	28,860	12,806	47,523
...	...	...	...	20,209	...	60	43,969	37,284	1,01,522
1,584	...	...	1,584	11,925	90	...	36,105	679	48,799
34,017	...	**16,859**	**50,876**	**59,076**	**299**	**1,140**	**1,50,795**	**99,531**	**3,10,841**
214	31	665	910	7,432	...	740	4,844	4,288	17,304
...	...	...	...	3,284	...	360	1,575	2,549	7,768
214	**31**	**665**	**910**	**10,716**	...	**1,100**	**6,419**	**6,837**	**25,072**
...	554	...	554	12,076	300	...	8,803	14,314	35,493
...	4,937	...	4,937	54	...	...	2,898	6,640	9,592
...	**5,491**	...	**5,491**	**12,130**	**300.**	...	**11,701**	**20,954**	**45,085**
...	...	...	...	...	553	...	...	...	553
...	...	...	...	96	...	...	...	...	96
...	...	...	...	44	...	...	...	245	289
...	...	...	...	...	...	...	...	275	275
...	...	...	...	...	...	...	551	3,195	3,746
...	...	...	...	140	553	...	551	3,715	4,959
35,153	**8,922**	**18,734**	**62,809**	**2,062**	**1,152**	**2,240**	**1,70,388**	**1,35,647**	**3,91,489**

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for Europeans and Eurasians for

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided ... English ...	12	944	99	...	99	323	...	323
For Boys ... Unaided ... English ...	3	290	11	...	11	128	...	128
Total ...	**15**	**1,234**	**110**	**...**	**110**	**451**	**...**	**451**
For Girls ... Aided ... English ...	13	1,017	...	53	53	...	363	363
For Girls ... Unaided ... English ...	1	38	...	...	...	...	6	6
Total ...	**14**	**1,055**	**...**	**53**	**53**	**...**	**369**	**369**
Total, Secondary Schools ...	**29**	**2,289**	**110**	**53**	**163**	**451**	**369**	**820**
Primary Schools—								
For Boys ... Aided	8	385	...	...	...	...	...	...
For Boys ... Unaided	1	14	...	...	...	...	...	...
Total ...	**9**	**399**	**...**	**...**	**...**	**...**	**...**	**...**
For Girls ... Aided	5	130	...	...	...	...	...	...
Total ...	**5**	**130**	**...**	**...**	**...**	**...**	**...**	**...**
Total, Primary Schools ...	**14**	**529**	**...**	**...**	**...**	**...**	**...**	**...**
GRAND TOTAL ...	**43**	**2,818**	**110**	**53**	**163**	**451**	**369**	**820**

TABLE V.

General Education in the North-Western Provinces and Oudh, at the end of the official year 1889-90.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
252	...	252	146	...	146	124	...	124	944	...	944
98	...	98	47	...	47	6	...	6	290	...	290
350	**...**	**350**	**193**	**...**	**193**	**130**	**...**	**130**	**1,234**	**...**	**1,234**
...	262	262	...	196	196	...	143	143	...	1,017	1,017
...	14	14	...	15	15	...	3	3	...	38	38
...	**276**	**276**	**...**	**211**	**211**	**...**	**146**	**146**	**...**	**1,055**	**1,055**
350	**276**	**626**	**193**	**211**	**404**	**130**	**146**	**276**	**1,234**	**1,055**	**2,289**
102	...	102	117	...	117	166	...	166	385	...	385
6	...	6	3	...	3	5	...	5	14	...	14
108	**...**	**108**	**120**	**...**	**120**	**171**	**...**	**171**	**399**	**...**	**399**
...	38	38	...	42	42	...	50	50	...	130	130
...	38	38	...	42	42	...	50	50	...	130	130
108	**38**	**146**	**120**	**42**	**162**	**171**	**50**	**221**	**399**	**130**	**529**
458	**314**	**772**	**313**	**253**	**566**	**301**	**196**	**497**	**1,633**	**1,185**	**2,818**

ORDERS OF GOVERNMENT.

No. $\frac{42E.}{III—48-59-V}$ of 1891.

From

THE SECRETARY TO GOVERNMENT,
N.-W. PROVINCES AND OUDH,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 14TH JANUARY 1891.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge your report on the administration of the Department of Public Instruction for 1889-90. It was not received in this office till six weeks after the date of its despatch from yours, the interval having been taken up in passing it through the Press.

2. The total expenditure, as deduced from the appendices, on institutions under the control of your Department during the year under report, with the addition of a small sum on account of Government scholarships held by pupils at independent schools, was Rs. 27,43,949, distributed in the following proportions over the separate sources of income:—

	Rs.
Public funds	... 17,02,928
Municipal	... 94,556
Fees	... 4,71,552
Endowments, &c.	... 4,74,913
Total	... 27,43,949

In reviewing your report for last year the opportunity was taken of comparing the extent to which education was indebted for support to the State and to private sources of income, respectively, in that year and in 1885, and it was found that there was a marked and healthy tendency to relieve the former at the expense of the latter. It is satisfactory to find that the tendency has been maintained during the year under report. With an increase in the total expenditure of Rs. 1,90,369, the cost to public funds is now less by Rs. 1,09,529 than it was in 1885, while the income from fees has increased by Rs. 2,13,598, that is to say, nearly doubled. The only material difference between the figures for this and the preceding year was an increase of Rs. 65,000, or more than 16 per cent., in the receipts from that source.

3. The total expenditure, direct and indirect from all sources, public or private, was distributed as follows over the various classes of education :—

	Rs.	*Percentage of total.*
University	3,29,841	12
Secondary	14,59,730	53
Primary	8,84,854	32·5
Special	69,109	2·5
Total ...	27,43,534	100

It was remarked in the review of your last report that you had not distributed the indirect expenditure by the sources from which it was derived, and a similar omission in the report for the past year renders it impossible to ascertain with exactness in what proportions the contribution from the funds of the State to the total expenditure was distributed over the different stages of education. The proportions of its contribution to the direct expenditure on each is shown in the following abstract from the tables in the text of your report :—

(Distribution of direct expenditure from public funds only.)

	Rs.	*Percentage of total.*
University	1,33,891	11·2
Secondary	4,68,902	39
Primary	5,44,417	46
Special	45,383	3·8
Total ...	11,92,593	100

The total direct expenditure on primary education is slightly less than it was last year. There has been a small increase in the expenditure on college and secondary education, and a considerable proportionate increase in the case of special education.

4. The progress of University education is marked by a continued increase in the students on the roll monthly at the English colleges, which is not accompanied by any corresponding development of the Oriental colleges. The numbers at each class of college for the last three years are exhibited in the following table :—

		1888.	1889.	1890.
English colleges and college departments of high schools.	State	284	293	370
	Aided	317	373	470
	Unaided	49	52	67
	Total, English ...	650	718	907
	Total, Oriental ...	548	520	508
	GRAND TOTAL ...	1,198	1,238	1,415

The number of self-supporting students has risen within the same time from 378 to 667 : that is to say, the proportion of the whole number of students in receipt of assistance from the State has been reduced within the last two years from 42 to 26 per cent., while the pupils at the Arts colleges, aided and unaided (excluding those at college classes in the high schools) have increased from 583 to 810, or by 38 per cent. The increase in the direct expenditure from all sources on the same institutions has only been Rs. 19,592 on a previous total of Rs. 1,82,320; and the average cost per pupil has been reduced from Rs. 313 to Rs. 244. Of this increase, comparatively small as it is, nearly the whole has been met from fees, and the cost to the State has remained practically stationary. These figures afford a satisfactory proof that the whole of the expansion of higher English education is due to the spontaneous demand among the people themselves, and is in no way stimulated by State subventions. Of the individual colleges Agra, at which the numbers in 1885 had fallen as low as 45, has increased within the last two years from 97 to 175, or by over 80 per cent. At the other colleges the increase, actual and proportional within the same period, has been as follows:—

	1888.	1890.	Percentage.
Muir	171	205	20
Queen's	95	135	42
Canning	128	164	28
Aligarh	47	61	30
Bareilly	45	70	56

It is satisfactory to notice that both the State and the aided institutions participate fully in the advance that has been made since the opening of the Allahabad University, and that none of the local centres of higher education show indications of decay. The existing accommodation at the colleges is already barely adequate, and it will become a question of urgent importance whether the increasing number of students should be provided for by additions to the staff and buildings at the colleges now in existence, or by the creation of new colleges, or by strengthening the college classes at high schools, and adding to their number. In this matter Government will necessarily be guided to a great extent by the nature and direction of the local demand, as indicated by the willingness of the residents at the principal towns to contribute to the increased burden of expenditure, and by the action taken by the controlling bodies of the great aided colleges.

5. Twelve candidates went up to the examinations at the Calcutta University, and one of these, Babu Satis Chandra Banerjee, from the Agra College, stood first in order of merit in English literature. All the remaining candidates for University distinction went up for the examinations at Allahabad. The results of the examinations, as they

have affected each class of college for the last three years, are compared in the following table:—

		1888.			1889.			1890.		
		Sent up.	Passed.	Percentage.	Sent up.	Passed.	Percentage.	Sent up.	Passed.	Percentage.
M. A.	State	14	10	71	10	5	50	7	5	71
	Aided	2	2	100	6	3	50	8	4	50
	Unaided ...	...	...	...	...	...	...	...	...	...
	Total ...	16	12	75	16	8	50	15	9	60
B. A.	State	32	13	40	39	29	74	26	14	53
	Aided	47	27	57	59	32	54	50	31	62
	Unaided ...	...	...	...	...	...	...	...	...	...
	Total ...	79	40	50	98	61	62	76	45	59
Intermediate	State	75	21	28	143	71	50	142	87	61
	Aided	79	36	45	148	70	47	176	95	54
	Unaided ...	21	7	33	35	16	45	38	22	58
	Total ...	175	64	36	326	157	48	356	204	57

It would appear that success in the examinations, as well as the expansion in point of numbers, has been very evenly distributed over the State and the aided colleges. The proportion of the number who passed all the examinations to the total number on the rolls was, for the State colleges in 1888, 15 per cent.; in 1889, 36 per cent., and in 1890, 28 per cent.; and in the aided colleges 20 per cent., 28 per cent., and 27 per cent.; and the average of the three years, 26 per cent. for the former and 25 per cent. for the latter. The expenditure from public funds for each pupil has fallen in the State colleges from Rs. 282 in 1888 to Rs. 226 in 1890, and has averaged Rs. 264: in the aided colleges it has fallen from Rs. 107 to Rs. 74, with an average of Rs. 91. It is highest at the Muir College, where the cost of each pupil to the State was Rs. 233 in 1890, and during the last three years has averaged Rs. 275, or more than three times the average at aided institutions. This high rate of expenditure has, however, been deliberately accepted by the State in the discharge of its duty to provide a high standard of education, to which the aided institutions may be encouraged to conform.

6. The progress of secondary education during the last three years is shown in the following tables, the first of which distributes the pupils by the class of school, and the course of education:—

		State.	Aided.	Independent.	Total.	Fees realized.
						Rs.
English	1888	8,087	15,437	576	24,100	81,910
	1889	8,635	14,767	447	23,849	85,538
	1890	8,536	15,781	790	25,107	89,305
Vernacular	1888	36,776	1,570	1,066	39,412	20,527
	1889	29,812	1,852	904	32,568	27,768
	1890	28,222	1,403	264	29,889	34,552

The most striking feature in this return is that the numbers in receipt of English education, although it costs at the State schools Rs. 10·5 per head per annum in fees, are slightly higher than they were two years ago, whereas those who seek a vernacular education, which, notwithstanding the enhancement in fees which has been effected at all classes of schools, still costs only Rs. 1·2 per head, or barely a tenth of what is paid for an English education, show a rapid and continuous decrease. Vernacular education depends for its existence almost exclusively on the schools maintained by the State, while two-thirds of the candidates for English education are at either aided or independent institutions, and it cannot be said that the increasing prevalence of the latter is attributable to any undue encouragement on the part of your Department.

7. The three examinations for secondary education are (1) the entrance examination at the University, which tests the high standards, (2) the anglo-vernacular, (3) the vernacular middle class examinations, which test the middle standards at English and vernacular schools respectively. The leading results at each for the last three years are compared in the following table :—

	Entrance.			*Anglo-vernacular middle.*			*Vernacular middle.*		
	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.	Candidates.	Passes.	Percentage.
1888	776	350	45	2,768	1,140	41	4,306	1,770	41
1889	1,034	631	61	2,792	1,181	42	4,440	2,264	51
1890	1,110	570	51	3,408	1,400	41	4,545	1,700	37

The steadiness of the proportion of passes to candidates at the anglo-vernacular middle class examinations is remarkable, and there is reason to believe that the high percentages shown in 1889 at the other two may be ascribed to undue lenity on the part of the examiners. The general results point in the same direction, though not so decidedly, as the figures showing the total numbers of pupils attending the schools. The rise in the number of candidates is far more marked at the entrance and the anglo-vernacular than at the vernacular examinations, being 34 per cent. in the first case, and a little more than 4 per cent. in the second. The percentage of passes obtained at the anglo-vernacular middle examination by the schools of the 3rd Circle was noticeably low, though the results for the same schools at the other examinations do not compare unfavorably with those from other divisions. The number of candidates who took up Persian at the anglo-vernacular examination was more than twice as great as the combined number of those who took up Urdu, Hindi and Sanskrit. The success which was obtained by the schools at Fyzabad, Bareilly, Moradabad, Cawnpore, Meerut and Farukhabad, and the Victoria High School, Agra, at the anglo-vernacular, and at Sultanpur, Bahraich, Lucknow and Rae Bareli in the vernacular middle examination, has been noted with satisfaction.

8. In the reviews on your reports for the past two years your attention has been prominently directed to the subject of the boarding houses attached to the zila and vernacular middle schools, and in the report now under consideration you furnish a brief account of each separately. The total number of boarders, owing, it may be assumed, to the more stringent enforcement of the instructions which provide against overcrowding, has slightly decreased. The following abstract shows the figures for 1889 and 1890:—

	Zila schools.			*Vernacular middle schools.*		
	Boarders.	Self-supporting.	Percentage.	Boarders.	Self-supporting.	Percentage.
1889	1,010	799	79	2,147	1,366	63
1890	983	832	84	2,094	1,332	63

You again say that at a large number of schools the accommodation is not equal to the demand, and Government has on previous occasions explained the circumstances in which it is ready to take into consideration applications for assistance. The necessity must in each case be proved by the offer of substantial local contributions. The spontaneous efforts of the Játs at Bulandshahr and the residents of Partabgarh and the liberality of large landed proprietors like the Rája of Bilrám at Etah and the Talúkdár of Simri at Rae Bareli, are examples which deserve encouragement. With a few exceptions, where you will no doubt see that remedial measures are taken without unnecessary delay, the boarding houses attached to zila schools appear to be well managed. You should lose no time in getting out the subsidiary rules which are required in articles 14 and 15 of the instructions which have recently been approved by Government. In regard to the boarding houses attached to the vernacular middle schools it appears that much remains to be done before they can be considered in a wholly satisfactory condition, but a failure to attain at once to the standard which has been accepted by Government as ultimately desirable need not, as the Chairman of the District Board at Basti appears to think, be taken as a reason for closing them altogether.

9. You give a short, but interesting, account of the progress which has been made during the year in the matter of physical education. It is, as you are aware, a subject in which the Lieutenant-Governor takes much interest, regarding it as the most promising form under which relief can be given to a purely intellectual education, and as an important assistance to the moral training of school-boys. The readiness with which cricket and other games have been taken up in all parts of India assures their popularity and success among the manly races of these Provinces, and in cases where its offices can be usefully engaged in procuring play-grounds, you should make the circumstances known to Government. The formal recognition of their value which was accorded to out-door games and sports by the

Inspector of the 1st Circle is likely to have a good effect, and the example might be followed in other circles of finding a place for them at the inspections of zila schools.

10. Your attention was drawn, with reference to last year's report, to the marked falling off in the numbers of pupils in the primary stages, and it was pointed out that the difference exhibited by the several divisions, which in five years varied between a gain in the upper primary classes of 28 per cent. in Rohilkhand and a loss of 45 per cent. in Agra, were not of a kind that could be explained by any general causes affecting the whole Provinces. The following table shows no indications of the recovery which might have been expected if the decrease could rightly be ascribed to a temporary depression following on the measures described in paragraph 18 of the review. There has been, on the contrary, a further falling off both in the total number of pupils and in the quality of the education, as tested by the numbers who have reached the upper primary standard. The figures are taken from General Table V :—

	Total.	In upper primary classes.	Percentage in upper primary.
1888	173,302	32,154	18·5
1889	156,046	26,954	17·2
1890	154,789	25,968	16·7

It appears from the figures given on page 34 of your report that the Agra Division, in which the greatest loss had occurred in previous years, shows a further falling off of 8 per cent. The loss in the present year amounted to 10 per cent. in Jhánsi and 7 per cent. in Oudh, while the other divisions were nearly stationary, except Kumaun, in which there was an increase of 13 per cent.

11. While, however, the total number of boys in receipt of an education which is sufficiently advanced to be of use to them in after life has fallen off, the percentage of success at the examinations has usually increased, the difference being mainly accounted for by a decrease in the numbers that go up. The numbers in each division who went up for and who passed the examinations for classes IV and III (upper primary) were as follows. The figures are taken from the 43rd paragraph of your report :—

Income from fees.		Division.	1889.			1890.		
1889.	1890.		Examined.	Passed.	Per cent.	Examined.	Passed.	Per cent.
Rs.	Rs.							
1,266	4,081	Meerut	2,208	508	23	2,160	668	31
272	73	Agra	1,753	192	11	1,457	387	26
93	220	Jhánsi	329	36	11	282	67	24
2,040	6,634	Oudh	5,812	3,780	65	5,413	3,743	69
956	1,627	Rohilkhand ...	2,213	353	16	2,108	953	45
...	55	Kumaun ...	459	99	22	487	164	33
435	400	Allahabad ...	2,997	973	33	2,675	825	31
2,399	3,037	Benares ...	3,021	1,247	41	2,786	1,594	57
7,461	16,127	Total ...	18,792	7,188	38	17,368	8,401	48

Columns have been prefixed showing the income from fees for each division, and it does not appear probable that the charges made on this account can have been the principal or even a very material cause of the falling off. Oudh, in which, with the exception of Meerut, the fee income is higher, both in proportion to the population and relatively to the amount raised last year, than in any other division, still retains its place at the head of the Provinces in the matter of primary education, and though there has been a reduction in the total attendance, the numbers of boys going up for examination in the upper primary standard has not been materially affected. Agra, on the other hand, where there has been practically no income from fees, stands far below all the other great divisions not only in the rate of falling off, which has occurred in recent years, but also the actual numbers of its pupils when compared with its total population, and in the character of its education when tested by the results of the examinations. In the latter respect there has, it is true, been an improvement during the year under report, but the condition of this division is still such as to claim your most anxious and careful attention. Nothing that is disclosed by your reports of recent years is so thoroughly unsatisfactory.

12. The general financial results are hardly more reassuring. There has been a reduction in the cost to the State of its vernacular primary schools, an item in which retrenchment is not desired, from Rs. 4,99,509 in 1888 to Rs. 4,86,855 in 1890; and at the same time the total cost per 100 pupils has risen from Rs. 340 to Rs. 400, or by nearly 18 per cent. The recently sanctioned reorganization of your Department has greatly strengthened the agency at your command for the inspection of this class of schools, and the Lieutenant-Governor is confident that you will not allow it to postpone this, which is the most important of all, to any other part of its duties. I am especially to enjoin on you the necessity of carefully watching the effects of the imposition of fees at this stage of education: as the experience already obtained, though, so far, not adverse to the measure, is not sufficient to serve as a basis for final conclusions.

13. The special instruction of teachers has been concentrated at four Government training schools at Agra, Lucknow, Bareilly and Allahabad, with results that appear on the whole to be satisfactory, though there has been a slight falling off in the number of pupils on the rolls. That the existing arrangements are fairly sufficient to supply the demand is shown by the fact that no less than 3,923 out of 4,293 of the principal teachers at the State, vernacular, middle and primary schools, and a majority of their assistants, are furnished with the requisite certificate. In the review of last year's report you were asked to explain the great falling off (from 938 in 1887 to 571 in 1889) in the number of candidates appearing at the normal school examination. No explanation has been received, and this year's report is silent on the point. General Table VI, appended to the report, returns 10 as the number of examiners at the training school examination for masters. Unexplained, the figure is unintelligible.

14. The numbers of girls under instruction in this and the previous year are compared in the following table:—

	Europeans and Native Christians.		*Hindus.*		*Muhammadans.*	
	Primary.	Secondary.	Primary.	Secondary.	Primary.	Secondary.
1888-89	916	1,744	5,590	13	3,088	15
1889-90	1,188	2,275	5,518	17	2,669	18

The falling off in the case of Muhammadans in the primary stage is to be regretted. There has been a slight rise in the number of girls at aided schools under private management, and a nearly equal falling off in the number of State schools, more than two-thirds of the whole number under instruction having been at the former. You do not explain how it comes that whereas the total expenditure per head at State schools was only Rs. 5·3, at private schools it amounted to Rs. 17·5: but if correct these figures might go some way to explain the greater popularity and efficiency of the latter.

15. At the European schools there has been a slight diminution in the average daily attendance in the primary section. In the remaining sections the numbers are practically the same as they were last year. The table in paragraph 55 of your report, which gives the average attendance during the year, differs materially from the grand total of scholars on the rolls on the 31st of March, given in the return on page 64; and the total expenditure by Government, which from the appendices appears to have been Rs. 82,063, is given in the body of your report as Rs. 71,159. It would add materially to the lucidity of your report if an explanation were given in cases where, owing to cross divisions or any other cause, the figures in the text differ from those in the appendices. If the figures given in your table in paragraph 56 are accepted, the grant earned by boys and girls separately in 1889 and 1890 appears to have been as follows. The payments for indigent children, which are on an entirely different footing, are excluded:—

	1889.			1890.		
	Ordinary grant.	Final examination grant.	Total.	Ordinary.	Final examination.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Boys	37,728	3,665	41,393	33,702	1,850	35,552
Girls	30,860	1,715	32,575	30,873	2,290	33,163
Total ...	68,588	5,380	73,968	64,575	4,140	68,715

The reduction in the total grant is owing exclusively to a diminution in the grants earned by boys' schools, both ordinary, and on account of the final examination. The grant earned by the Diocesan Boys' School at Naini Tal fell from Rs. 6,712 to Rs. 4,950, and the differences

in the cases of St. Peter's College and the Cantonment School at Agra, though smaller in absolute amount, were even greater in comparison with the total grants earned. You refer generally to previous correspondence for an explanation of the decrease, but the matter has a material bearing on the working of arrangements which for the present are on trial, and a short examination of the causes would not have been out of place in your report. It is satisfactory to find that the imposition for the first time of a fee of Rs. 10 for appearance at the final examination has not led to any decrease in the number of candidates.

16. The Department was administered for six months during your absence on leave, and the report for the year submitted, by Mr. Constable. To him and to you and to the officers of the Department generally the acknowledgments of the Lieutenant-Governor are due for the vigor and efficiency with which the work was carried on.

I have the honor to be,

SIR,

Your most obedient servant,

W. C. BENETT,

Secy. to Govt., N.-W. P. and Oudh.

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1891-92.

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ERRATA.

Annual Report, 1891-92.

Page.	Para.	Detail.
3	3	Statement 2, *read* '64,413' *for* '644,13.'
13	22	Line 17 of the page, *read* 'place' *for* 'plan.'
34	68	„ 3, *read* 'receipt' *for* 'recept.'
36	72	„ 9, *read* 'slate' *for* 'state.'
71	General Table VII.	Column 32, *read* '411,960' *for* '411,940'.
73	General Table III.	„ 15, *read* 'Europeans' *for* 'Europans.'

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the Academic year 1891-92.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

THE statistics of attendance and expenditure are shown as usual for the official year ending with 31st March. But the academic year proper closes with the 30th June, by which date the results of the University and departmental examinations have been published, and the English schools and colleges re-open after the two months' summer vacation.

2. The following statement brings together the principal statistics of attendance and expenditure relating to the several classes of schools or colleges under review, and compares those of the year under report with those of the year preceding :—

Comparative statement for the two years ending March 1892 *and* 1891.

Class of institution.		Number of institutions.	Number of scholars.	Expenditure (direct only).					Total.
				Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	
				INSTITUTIONS FOR MEN AND BOYS.					
Government.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	1892	8	1,297	2,12,051	100	29,689	...	6,009	2,47,849
	1891	8	1,306	2,14,775	160	29,472	...	9,875	2,54,282
Secondary — English ...	1892	51	8,109	1,51,837	20,263	1,04,649	1,539	6,213	2,84,501
	1891	49	7,974	1,49,805	19,094	99,363	1,006	4,111	2,73,379
Secondary — Vernacular	1892	323	27,164	1,37,365	6,819	36,680	180	442	1,81,486
	1891	336	26,151	1,29,292	7,569	33,443	241	425	1,70,970
Primary ... — English ...	1892	47	2,977	7,086	14,556	10,545	286	366	32,839
	1891	47	3,030	7,567	13,253	10,328	227	1,092	32,467
Primary ... — Vernacular	1892	3,977	132,756	4,92,554	9,503	20,781	1,307	76	5,24,221
	1891	3,994	129,671	4,67,233	9,476	18,776	1,560	92	4,97,137
Special	1892	50	2,672	79,525	...	11,718	2,964	1,345	95,552
	1891	49	2,557	76,448	...	12,512	3,149	999	93,108
Aided.									
Colleges ...	1892	8	995	44,701	6,429	24,855	2,070	61,614	1,39,669
	1891	7	903	41,212	6,225	22,740	1,437	52,907	1,24,521
Secondary — English ...	1892	80	12,557	1,35,786	22,769	1,98,925	22,697	92,877	4,73,054
	1891	85	13,494	1,45,142	23,127	2,19,500	24,859	1,19,237	5,31,865
Secondary — Vernacular	1892	7	678	2,080	336	946	1,036	907	5,305
	1891	8	760	1,952	336	1,142	336	1,198	4,964
Primary ... — English ...	1892	29	1,823	15,943	1,560	4,734	9,278	7,480	38,995
	1891	35	1,906	16,194	957	8,497	9,743	6,351	41,742
Primary ... — Vernacular	1892	106	4,321	4,482	780	1,554	2,057	13,238	22,111
	1891	327	8,062	6,695	924	1,590	798	32,924	42,931
Special	1892	8	946	5,280	270	1,059	1,646	3,900	12,155
	1891	9	984	6,540	360	1,178	1,258	7,722	17,058
Total ...	1892	4,694	196,295	12,88,690	83,385	4,46,135	45,060	1,94,467	20,57,737
	1891	4,954	196,798	12,62,855	81,481	4,58,541	44,614	2,36,933	20,84,424
Unaided.									
Colleges	1892	7	233	...	...	6,387	14,665	13,649	34,701
	1891	7	126	...	...	4,407	8,448	9,532	22,387
Secondary — English ...	1892	8	1,204	...	...	13,227	765	34,396	48,388
	1891	6	851	...	...	30,660	366	15,440	46,466
Secondary — Vernacular	1892	3	214	...	...	161	1,061	282	1,504
	1891	3	239	...	...	162	940	757	1,859
Primary ... — English ...	1892	9	503	...	...	1,454	1,441	1,022	3,917
	1891	10	559	...	...	1,761	1,181	1,846	4,788
Primary ... — Vernacular	1892	17	490	...	...	35	109	1,838	1,982
	1891	23	623	...	...	19	...	1,648	1,667
Special	1892	1	78	...	...	229	...	990	1,219
	1891	2	162	...	...	620	...	1,956	2,576
Indigenous	1892	5,656	63,559	...	...	...	...	...	...
	1891	6,213	69,091	...	...	...	...	...	...
Total ...	1892	5,701	66,281	...	...	21,493	18,041	52,177	91,711
	1891	6,264	71,651	...	...	37,629	10,935	31,179	79,743
GRAND TOTAL ...	1892	10,395	262,576	12,88,690	83,385	4,67,628	63,101	2,46,644	21,49,448
	1891	11,218	268,449	12,62,855	81,481	4,96,170	55,549	2,68,112	21,64,167

Comparative statement for the two years ending March 1892 *and* 1891—(continued).

Class of institution.		Number of institutions.	Number of scholars.	Expenditure (direct only).					
				Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
Government.				INSTITUTIONS FOR WOMEN AND GIRLS.					
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Secondary Vernacular ...	1892	1	22	480	741	...	...	...	1,221
	1891	1	17	480	826	...	...	...	1,306
Primary „ ...	1892	136	2,930	13,422	3,613	12	...	...	17,047
	1891	151	3,223	13,646	4,116	12	59	...	17,833
Special	1892	2	4	...	...	18	...	...	18
	1891	2	7	48	...	18	...	...	66
Aided.									
Secondary English ...	1892	21	1,873	47,354	954	1,32,589	3,218	47,286	2,31,401
	1891	20	1,840	43,860	2,688	1,39,582	1,200	68,359	2,55,689
Primary „ ...	1892	12	649	10,469	438	4,495	1,018	6,100	22,520
	1891	11	552	8,889	1,224	1,929	2,345	10,619	25,006
Primary Vernacular ...	1892	155	5,017	16,926	1,348	279	18,810	23,273	60,636
	1891	156	4,790	16,672	976	342	11,379	23,981	53,350
Special	1892	1	80	480	...	...	...	...	480
	1891	1	102	480	...	...	...	1,049	1,529
Total ...	1892	328	10,575	89,131	7,094	1,37,393	23,046	76,659	3,33,323
	1891	342	10,531	84,075	9,830	1,41,883	14,983	1,04,008	3,54,779
Unaided.									
Colleges	1892	...	...	...	...	...	...	...	...
	1891	1	2	...	...	...	...	...	...
Primary, Vernacular ...	1892	11	361	...	...	2	276	1,653	1,931
	1891	4	101	...	...	5	60	400	465
Indigenous	1892	128	1,633	...	...	...	...	...	...
	1891	152	2,163	...	...	...	...	...	...
Total ...	1892	139	1,994	...	...	2	276	1,653	1,931
	1891	157	2,266	...	...	5	60	400	465
GRAND TOTAL ...	1892	467	12,569	89,131	7,094	1,37,395	23,322	78,312	3,35,254
	1891	499	12,797	84,075	9,830	1,41,888	15,043	1,04,408	3,55,244
GREAT GRAND TOTAL ...	1892	10,862	275,145	13,77,821	90,479	6,05,023	86,423	3,24,956	24,84,702
	1891	11,717	281,246	13,46,930	91,311	6,38,058	70,592	3,72,520	25,19,411

3. The following is a summary review of the state and progress of education in these provinces as displayed by the statistics contained in the general tables. Only the more prominent facts in connection with these statistics are here noticed.

The total number of public and private institutions shown in this return decreased from 11,717 in 1890-91 to 10,862 in the year under report. This decrease was more or less common to both classes of institutions. The number of public institutions for boys fell from 5,005 to 4,739, and that of private institutions from 6,213 to 5,656. The decrease in schools for girls was from 347 to 339 in the former class and from 152 to 128 in the latter. Thus the bulk of the decrease occurred in the number of private institutions whose existence is sometimes of an ephemeral nature. Of the public institutions which have ceased to exist the majority were small vernacular primary schools for boys aided under the payment-by-results system. The percentage of scholars on the total population of a school—going age was 4·02 as compared with 4·11 in 1890-91. The percentage of male and female scholars on the male and female population of a school-going age was, respectively, 7·40 and ·38 against 7·56 and ·41 in the preceding year.

There were in all 282,570 boys and girls under instruction in the educational institutions of all classes and grades at the close of the year under review, as compared with 289,521 at the close of the year before. The number attending public institutions decreased slightly from 218,267 to 217,378, but there was an abrupt fall in those attending the private institutions from 71,254 in the previous year to 65,192 in the year under notice. The following comparative statement giving the average monthly attendance at the several classes of public institutions shows that in fact there

was no falling off in the total enrolment during the greater part of the year under report, and that the decrease at the end of the year was merely accidental :—

		Average monthly attendance.	
		1891-92.	1890-91.
Managed by Government.	Colleges	1,297	1,306
	Secondary schools	7,453	7,294
	Primary "	2,167	2,101
	Schools for special instruction	2,672	2,557
Managed by Local Fund and Municipal Boards.	Colleges	...	...
	Secondary schools	27,862	26,848
	Primary "	136,496	133,823
	Schools for special instruction	4	7
Aided by Government, Local Fund, and Municipal Boards.	Colleges	995	903
	Secondary schools	15,108	16,094
	Primary "	11,810	15,310
	Schools for special instruction	1,026	1,086
Unaided	Colleges	233	128
	Secondary schools	1,418	1,090
	Primary "	1,354	1,283
	Schools for special instruction	78	162
Total	Colleges	2,525	2,337
	Secondary schools	51,821	51,326
	Primary "	151,827	152,517
	Schools for special instruction	3,780	3,812
	GRAND TOTAL	209,953	209,992

The attendance at all classes of institutions except aided schools and Government colleges and unaided special schools gives signs of general improvement. The total number of scholars receiving school education, general, was returned as 210,673,—2,591 in the high stage, 12,098 in the middle, 36,206 in the upper primary, and 159,778 in the lower primary, as compared with 212,162,—2,722 in the high stage, 11,892 in the middle, 38,019 in the upper primary, and 159,529 in the lower primary, in the preceding year. The pupils on the rolls of Arts colleges on 31st March 1892 were 1,800 as against 1,734 on the corresponding date in 1891. The number of scholars attending the colleges or departments of colleges in professional training (792) was also somewhat higher at the end of the year 1891-92 than (723) at the end of 1890-91. There was a slight increase in the number of students at secondary schools (53,857) as compared with the preceding year (53,254) ; but the number of pupils in primary schools, which had risen by 4,119 at the close of the year 1890-91 as compared with 1889-90, declined by 2,092 at the close of the year under report. While the number of pupil teachers at the training schools was almost stationary, the other special schools had 3,755 scholars on the register on 31st March 1892, against 3,285 on the same date in 1891.

The various languages through which instruction is imparted in educational institutions are classed under three main headings,—(1) English, (2) a classical language, (3) a vernacular language. The total number of scholars learning English was 33,467 in 1891-92 as compared with 33,969 in the year before. In colleges there were 2,129 pupils learning English, in secondary schools 23,306, and in primary schools 5,905, as compared with 1,958, 23,406 and 6,404 respectively in the previous year.

The total number of scholars studying a classical language was 58,432 in 1891-92 against 59,530 in 1890-91 : the numbers studying a vernacular in those years were, respectively, 224,657 and 230,305. There was a considerable falling off in the scholars at private institutions who were reading a classical language as well as in those who were reading a vernacular, while in public institutions the only perceptible decrease was in the number of students studying English in primary schools.

In the following abstract are compared the race and religion of the pupils and the proportion of each class to the total number during the years 1891-92 and 1890-91 :—

Race and religion.	1891-92.		1890-91.	
	Number.	Proportion to total number.	Number.	Proportion to total number.
Hindus	209,819	74·25	211,411	73·02
Muhammadans	644,13	22·80	67,882	23·45
Europeans and Eurasians	2,715	·96	2,987	1·03
Native Christians	5,271	1·87	7,108	2·45
Miscellaneous races or religions	352	·12	133	·05
Total	282,570	100·00	289,521	100·00

Thus the number of Hindus proportionately increased. Though the number of Muhammadan students on the whole shows a proportionate decrease, yet the number attending colleges and secondary schools rose from 403 and 11,442 to 436 and 11,782 respectively.

The total expenditure (direct and indirect) on public institutions fell from Rs. 33,89,971 in 1890-91 to Rs. 33,53,376 in 1891-92. The direct expenditure, which amounted to Rs. 25,19,411 in the previous year, decreased to Rs. 24,84,702. This decrease was entirely confined to secondary schools, the expenditure under this head in the year under review having been Rs. 12,26,860 as compared with Rs. 12,86,498 in 1890-91. Of the total amount directly spent on public instruction Rs. 6,24,065 were expended on primary schools for boys and Rs. 1,02,134 on primary schools for girls, against Rs. 6,20,732 and Rs. 96,654 in the year preceding. The expenditure on Arts colleges rose from Rs. 2,41,240 to Rs. 2,55,591, and on colleges or departments of colleges for professional training from Rs. 1,59,950 to Rs. 1,66,628. The amount required for the maintaining of training schools was Rs. 50,591 in 1891-92 as compared with Rs. 46,087 in the previous year. The cost of maintaining the other special schools in those years was Rs. 58,833 and Rs. 68,250 respectively. Under the head of indirect expenditure on education we include the cost of direction, inspection, university, building, furniture, and scholarships, with certain miscellaneous items of expenditure (such as charges on departmental examinations, book depôt, &c.). This expenditure amounted to Rs. 8,68,674 in 1891-92 as compared with Rs. 8,70,560 in 1890-91. The main decrease was in the miscellaneous expenditure. Of the total expenditure on education in these provinces during 1891-92, Rs. 5,48,037 were paid from provincial revenues, Rs. 14,44,421 from local funds, Rs. 1,01,309 from municipal funds, and Rs. 7,21,603 from fees, the balance (Rs. 5,38,006) being met from other sources, such as subscriptions, endowments, &c. The corresponding amounts of expenditure in 1890-91 were Rs. 5,22,052, Rs. 13,81,962, Rs. 1,07,601, Rs. 7,70,861, and Rs. 6,07,495 respectively. The decrease in the municipal expenditure may be explained by the fact that the Boards had to meet a heavy outlay on water works and other sanitary measures, and withdrew or reduced their tuitional grants during the year under reference. At the same time they were unable to find the means to contribute their due share even to indirect charges.

The large decline in fee receipts, which has occurred for the first time since 1885-86, was partly due to some decrease in the amount of departmental examination fees, but chiefly to the fact that no returns of annual expenditure have been received from several of those European schools which ceased to receive Government grants during the year under report.

4. The following is an abstract showing for the last two years the direct and indirect expenditure from all sources on Government and aided institutions. Direct expenditure means that which is incurred in maintaining the tuitional staff.

Direct and indirect expenditure from all sources.

	1892.	1891.
Direct expenditure.	Rs.	Rs.
Colleges ...	2,43,779	2,35,270
Schools (general)	18,95,337	19,48,639
„ (special)	62,403	64,017
Total ...	22,01,519	22,47,926
Indirect expenditure.		
University	30,132	25,180
Direction	41,266	39,377
Inspection	2,52,399	2,37,787
Scholarships*	83,429	83,846
Buildings	2,99,423	2,72,729
Apparatus	29,550	54,229
Miscellaneous	1,04,652	1,37,624
Total ...	8,40,851	8,50,772
GRAND TOTAL ...	30,42,370	30,98,698

* Includes expenditure on unaided institutions.

These statistics exclude expenditure on the Roorkie College, the Agra Medical School, and the patwáris' schools, since these are not in any way connected with the Educational Department and send separate reports to Government.

The item in indirect expenditure which chiefly requires notice is the increase of Rs. 14,612 under the heading of inspection. For the greater part of the year 1891 there was no 4th Circle, and hence there was less expenditure in Inspectors' salaries.

5. The direct and indirect expenditure from *public funds* (Provincial and Local) is shown as below for the last two years :—

Direct and indirect expenditure from public funds (Provincial and Local).

	1892.	1891.
Direct expenditure.	Rs.	Rs.
Colleges ...	1,16,853	1,20,179
Schools (general)	10,35,784	10,07,427
„ (special)	54,044	51,245
Total	12,06,681	11,78,851
Indirect expenditure.		
Direction...	41,266	39,377
Inspection	2,52,309	2,37,787
Scholarships*	45,180	42,637
Buildings	2,18,528	1,67,295
Apparatus	13,848	18,299
Miscellaneous	35,866	38,304
Total	6,07,087	5,43,699
GRAND TOTAL	18,13,768	17,22,550

* Includes expenditure on unaided institutions.

The chief item of difference is in buildings, the expenditure on which rose from Rs. 1,67,295 in 1891 to Rs. 2,18,528 in 1892. The increase in inspection charges has been explained already.

6. The *direct* expenditure *from all sources* on the various classes of institutions, University, Secondary, Primary, and Special, is shown in the following abstract for the last two years :—

Direct expenditure from all sources on the different kinds of education.

Class of institution.		Number of institutions.	Number of scholars in average attendance.	Expenditure— From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For university education.	1892...	15	2,112	1,16,853	6,529	54,544	65,853	2,43,779
	1891...	14	2,018	1,20,179	6,325	52,212	56,554	2,35,270
For secondary education.	1892...	461	48,508	4,27,068	50,187	3,41,200	1,25,891	9,44,346
	1891...	478	48,379	4,26,191	50,126	3,53,448	1,51,413	9,81,178
For primary education.	1892...	4,159	141,877	5,20,065	26,399	37,614	34,088	6,18,166
	1891...	4,403	142,669	4,97,689	24,610	39,191	52,787	6,14,277
Total	1892...	4,635	192,497	10,63,986	83,115	4,33,358	2,25,832	18,06,291
	1891...	4,895	193,066	10,44,059	81,061	4,44,851	2,60,754	18,30,725
For girls.								
For secondary education.	1892...	22	1,895	47,834	1,695	1,32,589	50,504	2,32,622
	1891...	21	1,857	44,340	3,514	1,39,582	69,559	2,56,995
For primary education.	1892...	303	8,596	40,817	5,399	4,786	49,201	1,00,203
	1891...	318	8,565	39,207	6,316	2,283	48,383	96,189
Total	1892...	325	10,491	88,651	7,094	1,37,375	99,705	3,32,825
	1891...	339	10,422	83,547	9,830	1,41,865	1,17,942	3,53,184
Total, boys and girls	1892...	4,960	202,988	11,52,637	90,209	5,70,733	3,25,537	21,39,116
	1891...	5,234	203,488	11,27,606	90,891	5,86,716	3,78,696	21,83,909
Schools for special instruction.	1892...	15	1,580	54,044	270	1,245	6,844	62,403
	1891...	17	1,628	51,245	360	1,384	11,028	64,017
GRAND TOTAL	1892...	4,975	204,568	12,06,681	90,479	5,71,978	3,32,381	22,01,519
	1891...	5,251	205,116	11,78,851	91,251	5,88,100	3,89,724	22,47,926

7. The *indirect* expenditure *from all sources* as distributed over the several classes of institutions is shown in the following abstract, so far as the distribution can be distinguished :—

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1891-92.

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	30,132	...	30,132	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30,132	...	30,132
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,266	...	...	...	41,266
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,52,399	...	...	...	2,52,399
Scholarships ...	11,550	844	...	19,144	31,538	33,26:	2,487	354	11,521	47,624	188	160	...	3,581	3,929	180	158	338	45,180	3,491	354	34,404	83,429
Buildings... ...	11,097	...	...	32,819	43,916	83,956	1,403	16,893	25,902	1,28,154	72,322	1,481	713	1,684	76,200	14,631	...	14,631	2,18,528	2,884	17,606	60,405	(a)2,99,423
Apparatus ...	819	...	...	2,669	3,488	6,447	451	3,309	4,473	14,680	6,307	576	3,943	281	11,107	275	...	275	13,848	1,027	7,252	7,423	29,550
Miscellaneous ...	...	...	...	...	...	9,68(	200	53,809	7,414	71,109	3,927	54	1,162	348	5,491	153	...	153	35,866	254	60,770	7,762	(b)1,04,652
Total ...	23,466	844	30,132	54,632	1,09,074	1,33,351	4,541	74,365	49,310	2,61,567	82,744	2,271	5,818	5,894	96,727	15,239	158	15,397	6,07,087	7,656	1,16,114	1,09,994	8,40,851

(a) Details of Rs. 36,522 not given.
(b) „ „ 27,899, miscellaneous expenditure under "Direction and Inspection" not given.

8. The proportion which one source of *direct* expenditure has borne to another during the last three years is shown below, in the usual form :—

	1891-92.	1890-91.	1889 90.
	Rs.	Rs.	Rs.
From public funds	55	53	58
„ municipal funds	4	4	4
„ fees	26	26	20
„ endowments, &c.	15	17	18
Total ...	100	100	100

9. The following table shows how the direct expenditure was distributed between Government and aided institutions in the year under report :—

Direct expenditure on Government and Aided institutions for the year 1891-92.

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from—		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	72,152	31,958	1,04,110	69	31	6·0
Secondary	2,89,682	1,77,526	4,67,208	62	38	24·0
Primary	5,13,062	61,045	5,74,107	89	11	42·5
Special	48,284	1,484	49,768	97	3	4·0
Aided.						
Colleges	44,701	94,968	1,39,669	32	68	3·7
Secondary	1,85,220	5,24,540	7,09,760	26	74	15·3
Primary	47,820	96,442	1,44,262	33	67	4·0
Special	5,760	6,875	12,635	46	54	·5
Total ...	12,06,681	9,94,838	22,01,519	55	45	100

The chief item of Government expenditure is on the public elementary primary schools under the District Boards. This came to over five lakhs of rupees, and absorbed over 42 per cent. of the total expenditure from public funds. To this should be added at least half the expenditure from public funds on the Government vernacular schools of the secondary grade, since three-fourths or more of the pupils attending such schools are in the primary grade of instruction, learning precisely the same subjects as they would learn if they were attending village schools and under teachers drawing similar salaries. On the other hand, the chief item of private expenditure is on secondary schools (aided), in the great majority of which English is the backbone of the instruction. The Government contribution towards the maintenance of such schools comes to only 15 per cent. of the total expenditure from public funds.

SECTION II.—CONTROLLING AGENCIES.

10. Under this heading it has been usual to include what relates to Principals and Professors at colleges, as well as what pertains to controlling agencies proper, *viz.*, Inspectors of Schools and the Director.

Mr. White, the Director of Public Instruction, went away on furlough in March last, and gave over charge to myself on the 19th of the month named. As regards the inspecting agencies, Mr. Constable, late Inspector, 1st Circle (Agra, Meerut, and Jhánsi) retired finally from the Government service on the 14th September 1891. Mr. Boutflower was in charge of the 1st Circle at the time, and has remained so ever since. I was myself in charge of the 2nd Circle (Oudh) during the whole year until the 19th March 1892. During the whole of the past year Mr. Welby continued to officiate as Inspector, 3rd Circle. Mr. Dodd continued to be in charge of the 4th Circle (Rohilkhand and Kumaun), which he holds in addition to the duties of Inspector of European Schools. On the 13th May 1891 Pandit Buddhi Ballabh Pant, who for a long term of office had been Inspector or Assistant Inspector of the Kumaun Division, died. His post has since been held by Munshi Sohan Lal, late Inspector of the Jhánsi or (as it is called by the department) the Bundelkhand Division. Munshi Piare Lal, late Inspector of the

Rohilkhand Division, was transferred to the Bundelkhand Division in succession to Munshi Sohan Lal. Shaikh Ibad-ulla, formerly a Deputy Inspector of Schools in Oudh, was appointed Assistant Inspector of Rohilkhand in succession to Munshi Piare Lal.

11. Mr. Gough, the Principal of the Muir Central College, returned from furlough on 17th December 1891. Dr. Thibaut, who officiated for Mr. Gough as Principal, took furlough himself for 10 months from the date of Mr. Gough's return. Mr. Malborough Crosse, a graduate of Cambridge, officiated as Professor of English Literature in the Muir Central College during the time when Dr. Thibaut was acting as Principal and after his departure on furlough. Mr. Homersham Cox, a graduate of Cambridge, succeeded Mr. Boutflower as Professor of Mathematics in the same college, from March 1891, and has retained charge of those duties ever since. Mr. Murray, another graduate of Cambridge, has held the post of Professor of Physical Science in the same college since 12th October 1891. During nearly the whole of the year under report Mr. Siddons had charge of the Bareilly College as Principal. The Professorship of Mathematics in the Benares College was conferred upon Babu Mahendra Nath in succession to Babu Umesh Chandar Sanyal, who died in July 1891.

12. Before leaving the subject of the controlling agencies, I cannot but allude to the great help which has been rendered by Mr. Wright (Principal of the Benares College), as Registrar of the three public examinations which are carried out by the department, *viz.*, the Vernacular Middle, the English Middle, and the Final Examination of European Schools. Such work does not properly belong to the Principal of a college, and it entails a great deal of correspondence, besides the labour of distributing the examination questions to the different centres and receiving and tabulating the marks sent in to the Registrar by the different examiners.

Section III.—UNIVERSITY EDUCATION.

13. Students who have passed the Matriculation course are entitled to enter upon a course of university study at any of the Arts departments of colleges or collegiate schools affiliated to the University of Allahabad. The following abstract gives the average monthly enrolment for the last three years at the various affiliated colleges or collegiate schools in this province :—

English Arts Colleges and College Departments of Schools.

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March—		
		1892.	1891.	1890.
State Colleges	Muir Central, Allahabad	282	299	205
	Queen's, Benares	188	174	135
Aided Colleges	Agra	236	200	175
	Canning, Lucknow	227	228	164
	Muhammadan Anglo-Oriental, Aligarh	96	102	61
	Bareilly	94	84	70
State College Department	Fyzabad High School	38	37	30
Unaided College Departments of Schools and Colleges.	London Mission, Benares	25	23	22
	St. John's, Agra	56	32	29
	Ramsay, Almora	...	5	10
	St. George's, Mussoorie	12	9	2
	Diocesan Girls,' Allahabad	...	2	1
	St. Peter's, Agra	5	2	3
	Christian, Lucknow	43	...	...
	Total	1,302	1,197	907

Thus two institutions have dropped out of the list, *viz.*, the Ramsay College, Almora, and the Girls' Diocesan High School, Allahabad. But one new one has come in, *viz.*, the Christian College, Lucknow, which closed the annual session of 1892 with 43 students. The average monthly enrolment has risen since 31st March 1891 from 1,197 to 1,302, an increase a little exceeding 100. The bulk of this increase has occurred at the Agra College proper, St. John's College, Agra, and the Christian College, Lucknow, to which allusion has just been made. This college is, I understand, intended chiefly for Christian boarders collected from the several Anglo-Vernacular Schools of Oudh, Rohilkhand, and elsewhere maintained by the Methodist Episcopalian Mission. It occupies a fine building lately erected on an open and airy site.

14. The following abstract shows what the expenditure has been for the last three years on the six principal colleges, and from what sources it has been met :—

English Arts Colleges.

	1892.	1891.	1890.
	Rs.	Rs.	Rs.
From public funds	94,014	99,657	1,12,551
„ municipal funds	5,820	6,225	6,850
„ fees	40,358	39,246	30,008
„ other sources	58,885	52,112	52,503
Total ...	1,99,077	1,97,240	2,01,912

Thus the expenditure from public funds has decreased since the previous year by Rs. 5,643, while that from fees has increased by Rs. 1,112 and from miscellaneous sources by Rs. 6,773. In the year 1889 the total income from fees comes to Rs. 21,231. In the year under report it amounts to Rs. 40,358. So in the space of four years the fee income has nearly doubled.

15. The expenditure debited to public funds at the five principal colleges,—two Government Colleges, and three Aided ones,—is shown as below for the last three years :—

English Arts Colleges.

Class of college.	Name of college.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1892.	1891.	1890.	1892.	1891.	1890.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central	28,010	36,364	47,703	99	122	233
	Queen's	26,966	26,809	29,125	143	154	216
	Total ...	54,976	63,173	76,828	117	134	226
Aided ...	Canning	18,499	15,932	15,227	81	70	93
	Agra	7,000	7,000	7,000	30	35	40
	M. A.-O., Aligarh	7,200	7,200	7,200	75	71	118
	Total ...	32,699	30,132	29,427	58	57	74
	GRAND TOTAL ...	87,675	93,305	1,06,255	85	93	144

There was thus a considerable fall in the state expenditure on the Muir Central College, which, however, was due to a temporary cause, the absence of the Principal on furlough during the greater part of the year, and of one of the Professors (Dr. Thibaut) for the remainder. At the other Government college (Benares) there has been no change. Among the Aided colleges the only increase in state expenditure that occurred was at the Canning College, where the said expenditure arose from Rs. 15,932 to Rs. 18,499. This was owing to the transfer of expenditure from the school department, which was closed in the year under report, to the college department and the appointment of a fourth Professor. In the year 1889 the cost per scholar to public funds, taking the average of the five colleges named, was Rs. 181. In the year 1892 it was Rs. 85. So in the space of four years it has fallen by more than half.

The University Examinations.

16. The M.A. Examination in this province still commands but a very small number of candidates. Only 13 students aspired to this distinction in 1892, which is less by 1 than the number of aspirants in 1891; but the proportion of passmen to examinees—9 out of 14—was large.

The following abstract shows the subjects in which the M.A. examination was held, and the result in each subject:—

University of Allahabad M.A. Examination.

Institution.	Subjects of examination.									
	English.		Sanskrit.		Mathematics.		Physics.		Chemistry.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir College...	5	3	...	...	...	...	...	...	2	2
Queen's „ ...	...	...	1	1	...	...	...	...	...	...
Agra „ ...	2	2	...	...	1	...	1	1	...	...
Canning „ ...	1	...	...	...	...	...	...	...	...	...
Total ...	8	5	1	1	1	...	1	1	2	2

The fewness of candidates from year to year in the M.A. examination is not explained in the reports sent in by Principals. But it probably arises from three causes, *viz.*, (*a*) that public officers, while making a great difference between a B. A. degree and an Intermediate certificate, make no practical difference in filling up appointments between a B.A. and an M.A. degree; (*b*) that most young men feel a natural impatience, after taking their B.A. degree, to get started in life; and (*c*) that College Professors feel it their first duty to give the best of their time to preparing candidates for the B.A. in preference to the M.A. examination. The M.A. course extends over a period of two years. After having spent four years at least, and in many cases more, in getting successfully through the B.A. course and obtaining at last the B.A. certificate, young men are naturally eager to commence the work of life, in some career or other; whereas, by remaining two years longer in college, they run the risk, not only of being outstripped by their former class-fellows in the battle of life, but of failing after all in the M.A. Examination. Again, the bifurcation of studies and the consequent large choice of subjects now open to candidates for the Bachelor's degree imposes a heavier tax than formerly upon the time of College Principals and Professors and leads them to devote the best of their energies to the B.A. students, who make up the bulk of the attendance.

17. It will be seen from the above abstract that two out of the four colleges therein named,—*viz.*, the Canning College and the Queen's College, sent up only 1 candidate each for the last M.A. examination. The following remarks from the reports by the Principals of these colleges will show how severely the energies of the professorial staff are now taxed to meet the requirements of the B.A. examination:—

"The results of the Canning College in the last examination compare less favourably than they usually do with those of the Agra and the Muir Central Colleges, which have large classes similar to ours. We had a diminished staff during several of the most important working months of the year. Our staff has never been strong enough to allow with impunity the absence of one of its members. We cannot draw upon the Educational Department for help during a temporary vacancy, and when one is absent, the others have to do his work in addition to their own. The work was done, but it proceeded slowly; and there was no time for those frequent exercises and examinations which are necessary as a guide to the student as to the line he ought to follow in his studies, and without which he is apt to waste his time in cramming up his subject in a blundering fashion of his own. Neither was there time for a general review of the work as a whole, by which the student's attention is directed to the salient points of a subject as distinguished from needless detail."

Mr. Wright, the Principal of the Queen's College, Benares, has given the following remarks regarding the pressure of work in the institution named:—"I may here again take the opportunity of pointing out the anomalous condition of affairs, whereby our college work cannot possibly be conducted, unless it be largely assisted by the school staff. This arises from the fact that we are trying to carry on the work with the same staff of Professors as was considered necessary many years ago under very different circumstances. To go no further back than the end of the official year 1887, when Dr. Thibaut made over charge of the office of Principal to Mr. C. Dodd, the college roll was—

M.A. or fifth year class	2	students.
B.A. or fourth year class	6	„
third year class	5	„
F.A. or second year class	23	„
first year class	29	„
Total	65	„

Our roll at the present date is—

M.A. or fifth year class	2	students.
B.A. or fourth „	40	„
third year class	15	„
Intermediate or second year class	102	„
first year class	81	„
Total ...	240	„

"Hence whilst our numbers have increased nearly fourfold, and our fee receipts have increased in a still greater degree, yet our college staff of Professors remains precisely the same."

The Muir College, it may be added, laboured under considerable disadvantages during the past year. The Principal, Mr. Gough, was absent till December 1891; and the post of Physical Science Professor, which had become vacant through the death of the late Mr. Hill, was not permanently filled up by a successor from Europe till the middle of October.

18. The examination for the B.A. degree consists of two courses, the A course, represented chiefly by literature and philosophy, and the B course, represented chiefly by mathematics and physical science, the papers in English being common to both. The results of the last examination in both courses can be seen from the following abstract:—

University of Allahabad B.A. Examination, 1892.

College.	Course A.						Course B.					
	Candidates.	Passed in— First Division.	Second Division.	Third Division.	Total.	Percentage.	Candidates.	Passed in— First Division.	Second Division.	Third Division.	Total.	Percentage.
Muir...	50	3	19	5	27	54	9	1	2	1	4	44
Agra...	32	...	18	2	20	63	10	...	6	...	6	60
Queen's	21	...	5	1	6	29	6	...	2	2	4	67
Canning	43	...	11	5	16	37	9	1	2	...	3	33
Bareilly	15	3	4	4	11	73	1	...	1	...	1	100
Aligarh M. A.-O. ...	12	...	8	1	9	75	...	...	...	...	...	...
Benares London Mission ...	5	...	2	...	2	40	1	...	...	...	...	...
Total ...	178	6	67	18	91	51	36	2	13	3	18	50

19. The number of candidates for the B course is still very small as compared with that for the A, being only 36 to 178 or about 20 per cent.—a slight improvement, however, upon the proportion of the previous year, when the corresponding figures were 24 and 131, or a ratio of 18 per cent. The A course has always been the more popular of the two. There is an hereditary and deeply rooted predilection in the East for the study of classical languages and for metaphysical speculation. Moreover, the study of physical science is supposed to be more difficult, although the ratio of passmen in the B course has been usually higher than that in the A; and hence none but the few men who think they have a special aptitude for physical science, select this branch of study; while the majority adhere to what they wrongly believe to be the safer line of language, philosophy, or history.

20. As regards the B course, it may be here remarked that the principal colleges are now liberally equipped with the apparatus and appliances necessary to the successful study of scientific subjects.

Of the Muir College it is enough to say that it is not only well supplied with all that a Science Professor can require, but has an admirable laboratory for the use of the Professor and students.

In the Canning College lately considerable expenditure was incurred for the same purpose; and the college is now as well supplied as its neighbours.

The Benares College is well supplied also, and the Principal in his annual report speaks in very high terms of the zeal and ability displayed by his native Professor, Babu Abhay Charan Sanyal, "who has worked (as the Principal reports) with such success that he passed all his candidates at the B.A. examination in March 1892, and

all except two out of 85 candidates in Physiography at the Intermediate Examination in the same year."

Of the Agra College, the Principal Mr. Thomson, writes thus:—"Though men taking up the B or science course have now quite as good means of study as those who take up the A course, yet the latter continues the more popular. * * I believe no institution in Northern India except the Presidency College, Calcutta, has better means of teaching physics and chemistry than this College. We do not aim at extensive courses; but the limited courses prescribed by the University are taught thoroughly, and all students have enough practical work to make them familiar with the use of instruments and the methods of research." It is in keeping with these remarks that six out of the 10 candidates from the Agra College passed in the last examination, all in the 2nd division.

21. One and only one candidate in the B course appeared from the Bareilly College; but the subject in which he passed was not Science, but the Further Mathematics. The defective state of the laboratory in this college is described in the following remarks quoted from the Principal's last report:—"The next point for the committee to consider, is whether they will establish a proper laboratory, or whether they will in future exclude from the college all students who wish to take up the B or science course. The laboratory in its present state is a scandal. It is not consistent with the dignity of the college that such a farce should be kept up; and I would therefore advise that if funds be not forthcoming for setting up a laboratory on a proper scale, the name of the thing be dropped, and B course students be plainly told that they must go elsewhere. Some Rs. 2,000 or Rs. 3,000 would probably be necessary to cover the cost of the apparatus, &c.,—a large sum no doubt, but not, I hope, an impossible one. If after their next meeting the committee would visit the so-called laboratory, they will find that it has not been referred to in too severe terms."

22. The following table shows the number of failures in each subject :—

University of Allahabad B.A. Examination, 1892.

College.	Candidates.	Passed.	Percentages of passes.	Number of failures in—				
				English.	Mental and moral science.	Second language, history, or mathematics.	Physical science or additional mathematics.	Aggregate.
Muir	59	31	53	18	19	9	...	16
Agra...	42	26	62	6	11	2	2	8
Queen's	27	10	37	8	14	4	...	10
Canning	52	19	37	16	26	8	2	25
Bareilly	16	12	75	1	3	1	...	1
Aligarh M. A.-O.... ...	12	9	75	1	2	1	...	2
Benares London Mission ...	6	2	33	2	3	...	...	4
Total ...	214	109	51	52	78	25	4	66

Thus the rock on which the bulk of the candidates in the A course split was philosophy, and very markedly so in the Canning College and the Queen's College Benares.

On this point the Principal of the Canning College writes as follows:—"The want of practice in English composition referred to above must have had a serious effect on the value of the philosophy papers; for I know from frequent oral tests that many who failed had a thoroughly competent knowledge of the subject. I infer therefore that the examiner must have dealt very severely with all vague and indefinite statements in the answers given by the candidates. It is very unfortunate for the credit of the philosophy class as a whole that the poorest intellects make that subject their choice, under the mistaken belief that, though mathematics and science are from their nature unsuitable for cram, cram alone will pass them in philosophy. Intellectual power is as necessary for the one subject as the other, and a good searching examination, such as these young men have had, ought to convince them that it is so. There is no fault to be found with the examination. It was searching; but all the questions were such as a student of average intelligence ought to have been able to answer. A searching examination is not to be deprecated. There are different systems of marking,

however, and the system in this case must have been very severe. I find, on comparing the university tests with my own records, that all the students who were on the border line between pass and failure have gone under. These are always a large number, and in ordinary cases a fair proportion of them is allowed to pass; but at the last examination not one escaped."

On the failure of 13 out of the 19 candidates who appeared in the A course from the Queen's College, Benares, the following note by Mr. Venis, the Professor, was forwarded to me by the Principal with his annual report:—

"These figures seem to me to prove that at the recent B.A. examination the *pass* standard in philosophy was greatly raised; and that the raising of the standard consisted chiefly in awarding marks as strictly for the composition, as for the matter, of the answers given by the candidates. Thus, every 12 out of 13 failures were failures in philosophy; and practically every failure in English literature proper was a failure in philosophy also.

"If correct, the above conclusions mark a most desirable alteration in the *pass* standard of the A course. It is clear that in our synopsis of lectures a far more prominent plan than at present must be found for the systematic teaching and practice of English composition; that is to say, if the Professors of English and Philosophy are in the future to pass their pupils with any measure of success. The necessity for such teaching in each of the four college classes was placed before the Principal in common room, and was discussed. Our difficulty then was a numerically insufficient staff. The difficulty still remains. One man cannot efficiently do the work of two.

"There is a notion widespread among Indian students and their friends that one of the easiest subjects 'to get up' for an examination is philosophy; and so the philosophy class room becomes a refuge for mental destitution. Unfortunately the Professor of this subject is not permitted under existing departmental rules to emphasize the contrary view by erasing from his register the names of any who show themselves unable or unwilling to profit by his teaching. But now from an unexpected quarter the wholesome and much needed correction has been administered."

23. The number of candidates for the Intermediate (or First Arts) Examination rose from 459 to 510, but the percentage of passmen fell from 43 to 31. The following table gives the result of the year, prepared in the usual form:—

University of Allahabad Intermediate Examination, 1892.

Class of institution.	Name of institution.	Candidates.	Passed in—			Total.	Percentage.
			First Division.	Second Division.	Third Division.		
Colleges.	Muir	87	3	7	12	22	25
	Canning	80	...	6	18	24	30
	Queen's	85	2	4	14	20	24
	Agra	75	...	15	20	35	47
	Aligarh M. A. O. ...	34	...	3	13	16	47
	Bareilly	48	1	6	8	15	31
	Total ...	409	6	41	85	132	32
College Departments of Schools.	Fyzabad Zila	24	...	3	6	9	38
	St. John's	24	...	...	4	4	17
	London Mission ...	15	...	...	4	4	27
	St. George's	2	...	...	1	1	50
	Christian, Lucknow ...	35	...	1	4	5	14
	Philander Smith Institute ...	1	...	...	1	1	100
	Total ...	101	...	4	20	24	24
	GRAND TOTAL ...	510	6	45	105	156	31

The result as a whole cannot be called a good one. The lead is taken by the Agra College, which comes out with a percentage of 47 passmen, almost half of whom were in the 2nd division, and by the Aligarh College, which secured the same percentage of passmen, but with a much smaller total and with a proportionately smaller number in the 2nd division.

24. The number of candidates who failed in the several subjects is shown below in the usual form :—

University of Allahabad Intermediate Examination, 1892.

Aggregate number of candidates.	Number of failures in—						Percentage of failures in—					
	English.	Classical language.	Mathematics.	Physiography.	History.	Aggregate.	English.	Classical language.	Mathematics.	Physiography.	History.	Aggregate.
510	272	93	278	59	93	332	53	18	55	12	18	65

The Principal of Queen's College writes as follows :—"The near equality of numbers of failures in English, mathematics, and the aggregate shows that more than half the class was unfit to go up for the examination. I was well aware of this before the examination, knowing the bad material of the class and the bad figure that they cut in our numerous test examinations; but the rule lately enforced in the department gives the Principal no choice, and the whole class had to be allowed to go up '*en bloc*' to certain disaster. By a rigid principle of selection almost any given percentage of success could be obtained, a process or result by no means desirable: but I am strongly in favour of a return towards the old plan of giving the Principal the power of refusing to forward to the Registrar the applications of those who are idle in their work or continuously and hopelessly fail in the test examinations."

The Principal of the Canning College writes as follows :—"Last year the percentage of passes for the whole University was 43·4. This year it is 30·7. This is a great fluctuation. But there is a corresponding difference in the failures in the aggregate, which I have taken as a test of the average ability of the candidates. Last year 49 per cent. failed in the aggregate: this year 65 per cent. Such a low standard of average ability in the second year class would seem to imply that they had been dealt with too leniently in the Entrance Examination. It may also be stated that one or more of the question papers at the last Intermediate Examination were unduly severe. It appears to be the general opinion that one of the papers in English and one in mathematics were far above the capacity of Intermediate students. Had it not been for the exceptional severity of the papers in these subjects, we should probably have passed 15 more: for six failed in English only, seven in mathematics only, and two in the aggregate only."

The report from the Principal of the Bareilly College contains a similar comment on "the extreme difficulty of the questions in mathematics."

College Boarding Houses.

25. *Muir Central College.*—The following extract is taken from the Principal's report :—"During the year under review there were 46 students in residence at the two boarding-houses attached to the college. The accommodation is both insufficient and ill-adapted to the requirements of the college. Proper hostelries in which students who are without friends or guardians in Allahabad, and in which they would be visited from time to time and attended to by the Principal and Professors, are much to be desired. To meet the wants of Muhammadan students resorting to the college from a distance several influential Muhammadan gentlemen have formed a committee with the purpose of erecting a suitable hostelry. A site has been allotted in the grounds of the Muir Central College for such an edifice, and the foundation stone of it was laid by His Honor the Lieutenant-Governor and Chief Commissioner on 11th March 1892. Applications for admission to the existing boarding-houses, on the part of Hindus and Muhammadans, are in the meantime numerous, and would be more so but for the well known lack of room; and many of them have to be regretfully declined."

Agra College.—The Principal writes :—"I am happy to say there has not been a single case of serious misconduct or sickness in the boarding-houses during the past year, a result that must be satisfactory to the many parents who send their sons here as boarders. Besides the college boarding-houses, which have accommodation for 130 students, there are four boarding-houses established by different castes for their own convenience, *viz.*, the Bhargavas, the Rájputs, the Vaishyas, and the Játs. Their houses hold about 150 students and are well fitted: but the demand upon the college boarding-houses does not seem to lessen. For two months before the college re-opens I have every day five or six applications for admittance, and there are about 50 names down for the next vacancy."

Canning College.—The Principal reports as follows :—"The number of residents in the boarding-house was 27. These quarters, being in the immediate vicinity of the college, are greatly in request among the students, and to those of them who come from the districts and who have no friends in Lucknow, they are an absolute necessity. The rooms are all occupied at present; and there are more than 25 applicants for the first vacancy. The committee has resolved to add another storey to the building, but the plans and estimates have not yet been furnished."

Queen's College, Benares.—In the Benares College the boarding-house of school and college is one and the same establishment, and Mr. Bacon, the Head Master of the school, is the Superintendent. At the close of the year under report the total number of inmates was 80, of whom 24 belonged to the college department and 56 to the school. Among the 80 inmates 20 were Brahmans, 29 Chhattris, 6 Bhuinhars, 20 Kayasths, one Bania, and only four Muhammadans. Since the close of the year the number of college boarders has increased.

Bareilly College.—"In January the college boarders," as the Principal reports, "moved into their new quarters in the late Normal School buildings, which have recently been purchased by the managing committee. It would be difficult to find buildings better suited to the requirements of a boarding-house. It need hardly be pointed out that the students derive great advantage from occupying a house which is reserved exclusively for college boarders: they enjoy greater quiet and greater facilities for study."

Fyzabad High School.—Here a boarding-house is very urgently needed. Matriculated students from several districts on both sides of the Gogra come to Fyzabad to enter the Intermediate classes, which are now well known and have acquired a well established reputation. It was the example set by Fyzabad which led to the re-opening of the abolished college department at Bareilly.

Special College Departments.

26. *Benares Sanskrit College.*—The number on the rolls was 414, as against 450 and 430 at the close of the two preceding years. The slight fluctuation may be ascribed to the uncertain term of residence of the Maithila section (from Behar), comprising usually about one-third of the total number of Sanskrit scholars. The college staff remained unchanged. The annual examination was held in February. The total number of examinees increased from 305 in the previous year to 332 in the present year. The number of foreign candidates also increased, *viz.*, 141 against 97 in the preceding year. The results of the examination were as shown below :—

Prathama examination	...	...	...	...	52	passed out of	125	
Madhyama—								
Entire course...	...	...	...	...	18	„	„	44
Graduated „ ...	...	...	...	...	53	„	„	88
Acharya ...	...	...	...	...	48	„	„	75

One candidate gained the requisite number of marks for the Acharya degree in Vyakaran (grammar), and two candidates qualified for the lower degree of Upadhyaya, one in Vyakaran, and the other in Sahitya (poetry, rhetoric, &c.). The proceeds of the Griffith Memorial Fund, amounting to Rs. 180, were distributed in the form of monthly scholarships among six students who had passed a creditable examination in one or more of the Darsanas (systems of philosophy).

"During the past year," as Mr. Venis reports, "36 pupils received instruction in the Anglo-Sanskrit classes of the college. The terminal examination of these classes was by no means satisfactory. Proposals for the improvement of this important modern side of the Sanskrit College will be submitted in due course."

27. *Oriental Department, Canning College.*—The enrolment on 31st March 1892 is shown in the following statement :—

Oriental Department of the Canning College.

Number of students on 31st March 1892, reading—				Number of students on 31st March 1891, reading—			
Arabic.	Persian.	Sanskrit.	Urdu or Hindi.	Arabic.	Persian.	Sanskrit.	Urdu or Hindi.
26	21	10	11	36	23	16	7

"The Oriental department," as the Principal reports, "sent up 21 candidates to the examinations of the Punjáb University, to those of the Sanskrit College at Benares, and to the Arabic examination of the Muir Central College. Of these 21 candidates

12 passed, 6 of them in the higher examinations of their respective subjects. There were 6 teachers in this department, 2 for each language, Sanskrit, Persian, and Arabic. The committee considered that this staff was unnecessarily large, and reduced the number to 3, *viz.*, 1 for Sanskrit, and 2 for Arabic, the latter being called upon to take over Persian classes in addition to their own."

28. *Mulla examination.*—The annual Arabic examination is held at the Muir Central College. The results for the last two years are shown below :—

Mulla examinations.

	1891.		1890.	
	Candidates.	Passed.	Candidates.	Passed.
Canning College, Oriental Department ...	2	2	2	1
Chasmai Rahmat School, Ghazipur	3	1	2	2
Madrassa Maulvi Abdulla	...	...	3	1
Zila School, Mirzapur, Oriental Department ...	...	...	4	2
Total ...	5	3	11	6

The above figures show a decrease in the number of candidates from 11 to 5. The complete course of study for the Mulla examination covers four years; and the decrease must be owing to the fact that a smaller number of students had completed their four years by the time the last examination was held.

29. *The Law Departments.*—The annual statistics for each college are given below :—

Law Departments of Colleges.

Institution.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed—			
			Bachelor of Law.	High Court Vakil.	Upper Subordinate.	Total.
Canning	194	38	1	9	4	14
Muir	128	32	7	...	3	10
Agra	81	21	4	2	4	10
Queen's	61	2	1	...	...	1
M. A.-O., Aligarh ...	66	9	...	1	2	3
Bareilly	38	2	1	...	...	1
St. John's	44	...	...	...	...	...
Total ...	612	104	14	12	13	39

Since the previous year there has been an increase of 82 in the total enrolment, of 37 in the number of candidates for examinations, of 1 in the number of passmen for the degree of Bachelor of Law, of 10 in the number of passmen for High Court Pleadership, of 7 in the number of passmen for the Upper Subordinate, and of 18 altogether in the total aggregate of passmen. At the Muir Central, Agra, Canning, and other colleges named in the above table the law lectures appear to have gone on much the same as usual. At the Queen's College, Benares, some changes were made, which are thus reported on by Mr. Wright, the Principal :—" On the death of our Law Professor, the Hon'ble Bireshwar Mitra, soon after the summer vacation of 1891, it was determined entirely to re-organize the law department. A new set of rules was accordingly drawn up, under which the courses of lectures commence in October or November after the *Dasehra* and *Diwali* holidays, so that the annual terms may fit in suitably with the law examinations. Hence the lectures were temporarily discontinued, and the post of Law Professor remained in abeyance until October, when Babu Jogendra Nath Ghosh, B.A., LL.B., one of the most successful pleaders in our District Courts, was appointed on condition of receiving the fees of law students in lieu of salary. The average fee receipts now amount to about Rs. 300 a month. Two only of our law students went up for the LL.B. examination of the Allahabad University in 1891, and 1 passed in Division II. The very great majority of our law students have no intention or desire of appearing at the University examination or at the High Court examinations, and it is not clear to me with what precise object they pay the fees and attend the law lectures for two years."

Section IV.—SCHOOL EDUCATION, GENERAL.

30. School education, general, extends from the Entrance Examination of the University down to the English and Vernacular alphabets. Within these limits we have three distinct grades of instruction, (1) that of the High School, which is defined

by the university test; (2) that of the middle school, which is defined by the English Middle or Vernacular Middle examination carried out by a departmental board of examiners; (3) that of primary schools, which is defined by the Upper Primary examination, English or Vernacular, held by the Circle Inspector or by the Assistant Inspector, or in the more remote schools by the Deputy Inspector. The same gradations apply to girls' schools also. Schools which cannot get so far as the Upper Primary standard are tested by an easier course called the Lower Primary; and this might be said to represent a fourth grade of instruction in addition to the three already described. We will now take each class of school in order, commencing with those of the highest class, *viz.*, those in preparation for the University Entrance Examination.

31. The following table shows the combined or general results of the University Entrance Examination for the last two years, in the three groups of schools, the State or zila schools, the aided schools, and the unaided ones:—

University of Allahabad Entrance Examination.

Class of school.	1892.						1891.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	673	74	149	121	344	51	477	38	104	105	247	52
Aided ...	693	41	111	117	269	39	639	20	95	125	240	38
Unaided ...	58	3	5	16	24	41	63	...	13	9	22	35
Total ...	1,424	118	265	254	637	45	1,179	58	212	239	509	43

Comparing one year with another, we see that the standard of difficulty as tested by the percentage of passes has been very much the same in both years, 45 being the percentage of 1892 as against 43 in 1891. The percentage is rather below what might be desired as the normal result of a public examination. But it is something to find that there have been no violent fluctuations of difficulty between one year and another. Over-strictness, if such has been the case, is a better fault than over-leniency. In the first Entrance Examination held by the Allahabad University (A.D. 1889) the standard of marking erred on the side of leniency; the number of candidates who passed was then 63 per cent. In the year 1890 the number of passmen was 51 per cent. In the year 1891 the number of passmen was 43. In the year under report it has risen to 45 per cent. Let us hope then that we have now turned the corner, and that without any relaxation or lowering of the standard in future years, the number of passmen may gradually rise to something between 50 and 60.

32. Comparing one group of schools with another, we see that the lead is again taken by the State or zila schools, but the aided and unaided schools have changed places; for the unaided schools now bring out a better average result than the aided ones.

33. The Entrance Examination is sub-divided into four subjects, for each of which two papers are assigned. The marks gained for both papers are added up, and the student is allowed to pass in that subject or group, so long as the prescribed number of marks is gained in the aggregate. The following table shows how many candidates per cent. gained the required aggregate of marks in each subject in the last two years:—

University of Allahabad Entrance Examination. Percentage of success.

Class of school.	1892.				1891.			
	English.	Mathematics.	Second language.	History and Geography.	English.	Mathematics.	Second language.	History and Geography.
State	67	79	91	78	74	74	84	80
Aided	56	63	81	68	64	56	71	70
Unaided	45	86	79	72	59	62	79	65

It would seem from comparing the results of the last two years that the standard of English has been higher; for in all three groups of schools (State, Aided, and Unaided) there is a fall of about 10 per cent. in the percentage of success. If the standard in English is being gradually raised, this is a step in the right direction; for matriculated students, on first entering a college class, are scarcely able, on account of their deficiency in English, to follow the lectures given by the College Professors. Any action on the part of the University examiners which will tend to make the English

test more thorough and more searching will be to the advantage of students and Professors alike. In mathematics the percentage of success has risen almost to the same degree that it has fallen in English. In the second language, and in the subject of history and geography, the variations are scarcely appreciable.

34. In the following table the results of the examination are compared circle-wise in the same form as has been shown in previous reports :—

University of Allahabad Entrance Examination.

Circle.	Class of school.	1892. Number of candidates.	1892. Passed in Division— I.	II.	III.	1892. Total.	1892. Percentage of passes.	1891. Number of candidates.	1891. Passed in Division— I.	II.	III.	1891. Total.	1891. Percentage of passes.
First.	State ...	151	21	39	33	93	62	115	14	24	28	66	57
	Aided ...	281	19	49	51	119	42	226	8	44	61	113	50
	Unaided ...	3	2	...	...	2	67	...	...	...	...	...	...
	Total ...	435	42	88	84	214	49	341	22	68	89	179	52
Second.	State ...	121	18	34	23	75	62	113	3	23	22	48	42
	Aided ...	134	5	23	16	44	33	113	4	10	22	36	32
	Unaided ...	13	1	1	2	4	31	44	...	8	6	14	32
	Total ...	268	24	58	41	123	46	270	7	41	50	98	36
Third.	State ...	262	17	55	40	112	43	170	14	36	37	87	51
	Aided ...	239	13	36	44	93	39	236	6	36	35	77	33
	Unaided ...	42	...	4	14	18	43	19	...	5	3	8	42
	Total ...	543	30	95	98	223	41	425	20	77	75	172	40
Fourth.	State ...	139	18	21	25	64	46	79	7	21	18	46	58
	Aided ...	39	4	3	6	13	33	64	2	5	7	14	22
	Total ...	178	22	24	31	77	43	143	9	26	25	60	42
	GRAND TOTAL ...	1,424	118	265	254	637	45	1,179	58	212	239	509	43

In the above figures the 1st and 2nd Circles, in each of which the percentage of success is 62, take the lead among the state or zila schools. But if the percentage of success is intended to be a test for measuring the work of one Inspector against that of another, the comparison must be qualified by a great many other considerations. The success of a school depends upon the kind of teachers sent to it by the Director. Whether good teachers can be secured or not depends upon the scale of salaries provided for any given school: for different schools are not maintained at the same cost. The examiner of one batch of papers may be more strict or more lenient than the examiner of another batch; and such diversity occurs more or less in every Entrance Examination. A violent outbreak of cholera may seriously interfere with the work of a school in any given year. A school may lose its best pupils by the transfer of their parents to another station. The Head Master may have been in inferior health during a portion of the year, as has been the case in Bahraich. Several other modifying circumstances might be mentioned. The test by results is therefore not a safe guide, unless due account is taken of the conditions on which results depend.

35. The schools which deserve special mention as having gained the highest percentage of success in the last examination are shown in the following list, which has been prepared on the same plan as that given in the previous annual report :—

University of Allahabad Entrance Examination, 1892.

Circle.	School.	Number of candidates.	Passed in Division— I.	II.	III.	Total number of passes.	Percentage of passes.
First.	Saháranpur Zila High School	14	2	5	4	11	79
	Meerut „ „	17	3	6	6	15	88
	Bulandshahr „ „	14	4	4	3	11	79
	Etáwah „ „	7	1	2	2	5	71
	Jhánsi City High School	15	1	6	3	10	67
	Mussoorie, Philander Smith Institute ...	2	2	...	...	2	100
Second.	Unao Zila High School	16	4	5	5	14	88
	Sitapur „	10	5	2	1	8	80
	Fyzabad „	27	2	13	5	20	74
	Rae Bareli „	13	2	5	2	9	69
Third.	Cawnpore, Christ Church School	13	1	5	4	10	77
	Benares, Bengali Tola High „	14	3	4	3	10	71
	Gorakhpur, Jubilee „ „	13	1	4	5	10	77
	Allahabad, Anglo-Bengali Preparatory School ...	9	4	4	1	9	100
Fourth.	Budaun Zila High School	13	4	4	1	9	69
	Sháhjahánpur „	9	1	4	1	6	67
	Naini Tal, Wellesley Girls' High School ...	3	3	...	...	3	100
	Total	209	43	73	46	162	78

On referring to the similar list given in last year's annual report, I find that the following schools have appeared in both lists:—Bulandshahr, Saháranpur, Etáwah, Sitapur, the Allahabad Anglo-Bengali Preparatory School, and the Benares Bengali Tola. Excepting Fyzabad, none of the large schools appear in either list, which leads me to remark that comparison by percentage is not a safe test for weighing one Head Master's work against another's. A man whose Entrance class contains about 30 pupils cannot be expected to give as much individual attention to the several students as one whose class is about half that number or less. Moreover, in some of the largest schools the Entrance class is so numerous that it has to be split up into two sections, one of which is made over to a separate teacher, whose work cannot be more than cursorily supervised by the Head Master. This has been pre-eminently the case in the Agra Collegiate School, the Allahabad High School, the Benares Collegiate School, and the Jubilee High School in Lucknow. Not one of these schools finds a place in the approved list. Between them, however, they sent up 338 candidates, amongst whom the percentage of passmen was about equal to the average percentage from all the schools of the province. There are two other schools deserving of honourable mention, the St. John's Collegiate School, Agra, which passed 16 candidates out of a large class of 25 (or 64 per cent.), and the Victoria High School, Agra, which passed 16 candidates out of a class of 27.

36. In contrast with the schools which have gained the highest percentage of success or a large percentage in proportion to the size of the class, the following list has been prepared, as showing those schools which have either gained the lowest percentages or have completely failed:—

University of Allahabad Entrance Examination, 1892.

School.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
Dehra Dún Training School	5	...	...	
Meerut Church Mission High School	12	...	...	
„ Anglo-Vernacular School, Sadar Bazár	14	3	21	
Mainpuri, Mission School	9	2	22	
Bahraich Zila School	3	...	...	
Balrámpur, Lyall School	13	2	15	
Lucknow, Husainabad School	4	...	...	
Allahabad, Jumna Mission School...	26	5	19	
Azamgarh, Church „ „	22	5	23	
Mirzapur, London „ „	16	3	19	
Gházipur, Victoria High School	20	4	20	
Almora, Zila, School	17	2	12	
„ Ramsay College	23	4	17	
Total ...	184	30	16	

On referring to the similar list given in the previous report, I find that the names of five schools appear in both lists, *viz.*, Mainpuri Mission School, Bahraich Zila School, Gházipur Victoria High School, Almora Zila School (which in 1890-91 was an aided school, since then taken over by the department), and the Almora Ramsay College. Amongst these it may be explained of the Bahrach Zila School, that by the close of the year under report the tuitional staff was recast by the appointment of a new head master, a new second, and a new third master; and of the Almora Zila School it may be explained that the chief cause of its inferior success is that up to date it has had to meet in a dark, crowded, and in every respect unsuitable house, pending the erection of the Government building which is now about to be commenced.

37. A further comparison of the above list with the results of the year 1891 discloses the fact that the Lyall Collegiate School in Balrámpur was among the best of that year, that the Dehra Training School passed 50 per cent. in the same year, the Meerut Mission School 56, and the Meerut Cantonment School 43, all of which results are in striking contrast with the total or almost total failures of the same schools in the year under report. I have already shown that the results of a single year are not always a safe guide as to the merits of the teaching given by the head master or of the supervision given by the Inspector; and the following extracts from the report by Mr. Boutflower, Inspector, I Circle, help to throw further light on the subject:—"There is an element of chance," he writes, "in these examinations which often upsets the most carefully made calculations of head masters and renders them in single instances imperfect criteria of the relative merits of competing schools. Clever boys happen to get transferred to other schools in the middle of the term, or fall sick just before the examination, or succumb to the inexhaustible wiles of the examiners in a way that completely baffles the head master who wishes his school to come well of the ordeal. In the Entrance Examination of this year the Meerut Zila School comes out first; at the two preceding examinations

it occupied the lowest place on the list in this circle. At Bánda, on the other hand, the percentage of successful candidates has fallen from 82 to 33."

38. In the city of Lucknow considerable changes have lately occurred in the matter of English schools. The Canning College from the beginning of its history had a school department, which taught English from the alphabet and for many years in succession did the work and held the place of a Government zila school. As fresh schools began to spring up in Lucknow, the managing committee of the Canning College began to reduce its school, so that more and more attention might be paid to the college proper. At the close of the academical year 1891 the decisive step was at last taken of abolishing the only two school classes that were left, *viz.*, the Entrance and the Preparatory Entrance. The Jubilee High School, Lucknow, was intended to fill the vacuum thus made. At the close of the academical year 1891, Mr. DeMello, who had been Head Master of the Jubilee School for three years in succession, in fact ever since the school was opened, resigned the appointment with a view to retiring altogether from active work. Mr. Mutti, late Head Master of the Sitapur Zila School and more recently of the Benares Collegiate School, was appointed Head Master from 1st July 1891. The Jubilee School is doing well under his auspices. It has now an attendance of about 400 students; and in the last Entrance Examination it made a very fair show.

The English Middle Examination.

39. This examination, as was explained in paragraphs 31 and 32 in the last annual report, has now been made strictly preparatory to that for Matriculation. This change first took effect in 1891, and consisted in the substitution of English for the Vernacular as the chief medium both of instruction and of examination. The examination is held, not by the University, but by the Department through a board of examiners selected for that purpose. The passing of this test is by Government order the lowest qualification for admission to a Government appointment except on a salary below Rs. 10 a month, for which no educational test has been prescribed. The results of the examination for the year under report are shown in the following abstract:—

The English Middle Examination.

Circle.	Class of school.	1892.					
		Number of candidates.	Passed in Division—			Total.	Percentage of passes.
			I.	II.	III.		
First ...	State	249	17	59	67	143	57
	Aided	436	25	77	69	171	39
	Unaided	169	1	8	22	31	18
	Total ...	854	43	144	158	345	40
Second ...	State	258	15	54	63	132	51
	Aided	162	10	8	15	33	20
	Unaided	160	2	10	14	26	16
	Total ...	580	27	72	92	191	33
Third	State	313	12	48	63	123	39
	Aided	469	14	59	83	156	33
	Unaided	243	4	23	22	49	20
	Total ...	1,025	30	130	168	328	32
Fourth ...	State	234	9	29	62	100	43
	Aided	142	...	11	35	46	32
	Unaided	46	...	...	3	3	7
	Total ...	422	9	40	100	149	35
Total	State	1,054	53	190	255	498	47
	Aided	1,209	49	155	202	406	34
	Unaided	618	7	41	61	109	18
	Total ...	2,881	109	386	518	1,013	35

As compared with those of the year 1891, these results indicate improvement. The number of candidates has risen from 2,431 to 2,881, andthe percentage of successful candidates from 27 to 35. Among the State schools alone, the percentage of success in the four circles combined comes to 47·2, and among aided schools to 33·6, either result singly being better than the total of the previous year. The change of curriculum referred to above was naturally felt most in 1891, when it was first introduced. In the three years preceding 1891 the percentage of success never exceeded 42. We are now gradually getting back to this figure.

40. The Middle English examination, like that for Matriculation, to which it paves the way, is sub-divided into four distinct groups of subjects, to each of which a couple of papers is assigned. The following table shows the percentages of success in each of these four subjects:—

The English Middle Examination: percentages of success.

Class of school.	1892.				1891.			
	English.	Mathematics.	Second language.	History, geography, and science.	English.	Mathematics.	Second language.	History, geography, and science.
State	70	53	79	56	·60	46	64	51
Aided	60	43	64	39	48	33	54	40
Unaided	34	23	50	23	30	22	37	25

The chief improvement as compared with the year 1891 lies in the percentage of success in English, for which students are now becoming better prepared. It is hoped that this improvement will continue, and that two years hence an appreciable difference will be seen in the qualifications of the candidates presented for matriculation.

41. That the standard, though far above what was required under the old system, is not above what the schools can really manage, is proved by the high degree of success obtained by the individual schools mentioned in the following list. If such success can be obtained by one school, it need not be despaired of by another.

The English Middle Examination of 1892.

Circle.	School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
First.	Saháranpur Zila High School ...	16	1	5	5	11	69
	Meerut „ „ „	18	...	6	6	12	67
	Bulandshahr „ „ „	17	4	3	4	11	65
	Etáwah „ „ „	23	...	6	10	16	70
	Mainpuri „ Middle „	17	...	6	6	12	71
	Bánda „ High „	17	3	7	4	14	82
	Dehra Training „ „	6	...	2	2	4	67
	Kandhla Municipal Middle School ...	4	...	2	1	3	75
	Khurja Jubilee School	3	...	2	...	2	67
	Kasganj Anglo-Vernacular School ...	3	...	2	1	3	100
Second.	Sitapur Zila High School	18	1	2	9	12	67
	Bahraich „ „ „	10	2	3	3	8	80
	Lucknow Church Mission High School ...	3	3	...	...	3	100
Third.	Allahabad Zila High School	55	6	17	12	35	64
	Kara, Rifahi-Am Middle School ...	7	...	4	2	6	86
	Cawnpore, Christ Church High School ...	11	...	4	4	8	73
	Chunar Mission School	3	...	...	2	2	67
	Gorakhpur Jubilee High School ...	17	2	3	6	11	65
	Deoria Anglo-Vernacular School ...	3	...	2	...	2	67
	Allahabad Kayasth Pathsala	36	3	13	8	24	67
Fourth.	Moradabad, Zila High School ...	38	2	9	14	25	66
	„ Mission „ „	26	...	4	14	18	69
	Budaun City Mission „	7	...	3	2	5	71
	Sháhjahánpur City „	3	...	1	2	3	100
	Total ...	361	27	106	117	250	69

On comparing this list with the similar one given in the previous report, I find that three schools (Saháranpur, Meerut, and Etáwah), appear in it for both years in succession: all of these are in the 1st Circle. In the 2nd Circle (Oudh) it is a satisfaction to

find the Bahraich Zila School, which failed so signally for matriculation, passing 8 candidates out of 10, and 2 of these in the 2nd division. In the 3rd Circle (Allahabad and Benares) the schools which have come out best in proportion to the size of their classes,—an important factor in comparing the success of one school with that of another,—are the Allahabad Zila School and the Kayasth Pathsala; and next to these the Jubilee High School at Gorakhpur. In the 4th Circle (Rohilkhand) the chief credit, judging again by the size of the classes, belongs to the two schools at Moradabad, *viz.*, the Government Zila and the Aided Mission School.

42. This examination is attended not only by candidates from this province, but by students from schools in foreign states, such as Ajmere, Jeypur, and parts of Rájputána and Central India. It is not of much concern to this province to know what foreign schools or foreign candidates have done; but as the examination is carried out by the Educational Department of this province, it may be as well to quote some of the remarks given by Mr. Wright, who in the year under report acted as Registrar of the examination:—

"Foreign schools (that is, schools outside the limits of the North-Western Provinces and Oudh), 25 in number, sent up 225 candidates, of whom 135 passed, being an average of no less than 60 per cent. These candidates were all examined at Agra, Ajmere, Allahabad, Moradabad, Cawnpore, and Aligarh centres, under the same superintendence as the candidates of this province, whom they have so far surpassed. Six of these foreign schools pass all their candidates, and six others obtain a very high figure of merit. From foreign states 25 private candidates appeared, of whom five were successful."

The reason of the high success obtained by the foreign schools lies probably in the fact that the candidates were sent up after selection, whereas in this province it has been made a rule that *all* the students of the 3rd class, bad and good alike, should be made to appear.

State English Schools.

43. In the year under report there were 38 Anglo-Vernacular Schools maintained by public funds. Every such school is divided into sections, which differ according to the grade of instruction imparted. The subjoined table gives the number of schools and the enrolment section-wise for the last two years:—

State English Schools: average attendance.

Year.	High Schools.						Middle Schools.				
	Number of schools.	High section.	Middle section.	Upper primary section.	Lower primary section.	Total.	Number of schools.	Middle section.	Upper primary section.	Lower primary section.	Total.
1892 ...	34	1,040	1,742	1,774	1,139	5,695	4	75	74	118	267
1891 ...	30	1,042	1,605	1,643	1,101	5,391	7	152	177	261	590

Note.—The above statistics are compiled from the Annual Inspection Reports.

As regards the number of schools shown in the above table two facts are noticeable; (1) 3 out of 7 schools which formerly taught only so far as the middle standard, have now formed matriculation classes; the only middle schools now left are those at Lalitpur, Hamírpur, Mainpuri, and Etah; (2) a new zila school has been opened, *viz.*, that at Almora, which has been formed out of the late Hindu High School at the same place. This new school is likely to do well, as soon as it can get into its own building. Up till now it has had to make the best it could of a hired and by no means suitable house.

As regards enrolment the changes of number are very slight.

44. The expenditure on the state Anglo-vernacular or English schools, and the incidence of cost per scholar, are shown, as usual, in the following form:—

Expenditure on the State English Schools.

Year.	Average monthly number on the rolls during the year.	Expenditure from—			Total.	Incidence per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	
1892	7,201	1,57,291	1,00,262	5,394	2,62,947	36·5
1891	7,192	1,56,398	96,118	4,490	2,57,006	35·7

The income from fee receipts has increased by Rs. 4,144, the total amount having now for the first time in the history of education in this province exceeded one lakh of rupees. The total contribution from fees now comes to nearly two-sevenths of the whole expenditure. The contribution from public funds is very nearly the same as in the previous year. The incidence of cost per scholar has very slightly risen.

45. The statistics for the four circles are compared in the usual form as below :—

State English Schools (Zila Schools).

Circle.	1891-92.			1890-91.		
	Number of schools.	Average number of scholars on the rolls.	Fee income.	Number of schools.	Average number of scholars on the rolls.	Fee income.
			Rs.			Rs.
First	13	1,848	26,695	13	1,940	27,051
Second	11	1,764	21,460	11	1,871	21,395
Third	7	2,079	31,311	7	2,140	30,008
Fourth	7	1,510	20,796	6	1,241	17,664
Total ...	38	7,201	1,00,262	37	7,192	96,118

The inclusion of one additional school in the 4th Circle has been explained already by the conversion of the Hindu High School, Almora, into a Government School. This change of status took effect from 1st July 1892, on which date all the English-teaching schools of the province re-open after the summer vacation. "This school," as Mr. Dodd, the Inspector, remarks, "is not merely a district school, but will have to provide education and accommodation for boys from Garhwál as well as Kumaun. The school in fact is a divisional rather than a district one." There is nothing in connection with the other three circles, that calls for any remark.

46. The Aided English schools of the secondary grade are sub-divided, like the state English schools, into those which teach as far as the Entrance course and those whose teaching stops short at the middle. The following table gives the statistics of the last two years in the usual form :—

Aided Anglo-Vernacular or English Secondary Schools.

Year.	Number of schools.	Number of scholars on the rolls on 31st March.				
		High section.	Middle section.	Upper primary section.	Lower primary section.	Total.
1892	69	1,061	2,439	2,379	5,551	11,430
1891	74	1,227	2,405	2,556	6,209	12,397

Five schools have thus been removed from the list since the close of the previous year, with a proportionate decrease in enrolment amounting to nearly 1,000. One of the 5 schools, as has been already explained, *viz.*, the Hindu High School, Almora, became a Government school from 1st July 1891. Five other schools, hitherto aided as middle, were reduced to the primary Anglo-vernacular grade. The Canning Collegiate School was closed by the order of the Committee. The grant to the Nagina Mission School was entirely withdrawn. Three more schools were added to the list of secondary, *viz.*, Queen's Anglo-Sanskrit School, Lucknow, the Jubilee School at Khurja, and the City Mission School at Shahjahánpur. Thus eight schools altogether were withdrawn from the list, and three added to it, leaving a decrease of 5 schools as reported above.

47. The State and Aided English schools are herewith compared in the usual form :—

English High and Middle Schools, 1891-92. *State and Aided.*

Class of schools.	Number of schools.	Number of scholars on 31st March 1892.	Expenditure during the year 1891-92.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources.	Total.	Public funds.	Fees.	Other sources.	Public funds.	Total expenditure.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
State	38	7,191	1,57,291	1,00,262	5,394	2,62,947	60	38	2	21·9	36·6
Aided... ...	69	11,430	1,31,920	89,956	85,232	3,07,108	43	29	28	11·5	26·9

From this table it will be seen, as has been noticed in previous reports, that in a State school the cost per student to public funds is Rs. 21·9 as against Rs. 11·5 in an Aided school, and that the total cost in a State school is Rs. 36·6 as against Rs. 26·9 in an Aided school.

The comparison, however, is not at all conclusive. Most of the State schools have no preparatory or lower primary classes. These are now taught in separate branch schools at a very cheap price. The students attending these branches are not included in the statistics of the main or zila schools. At Aided schools the case is quite different. In these the very lowest classes are maintained, and the lowness of the fee rate at which such students are taught tends materially to lower the rate of cost per scholar in the school as a whole. If all the students educated at branch schools were included among those educated at the main schools, the rate of cost per scholar would be much lower than what is shown above.

Again, if the cost at State schools is higher, there is at least more to show for the money. In the last Entrance examination the percentage of passes at Aided schools was 39 against 51 in State schools, and in the Middle English examination the percentage was 34 against 47.

48. The following table, prepared in the usual form, shows the distribution of Hindus and Muhammadans through the several sections of the zila schools as they were found on the day when each school was visited by the Inspector and underwent its annual inspection :—

Distribution of Hindus and Muhammadans in the sections of Zila Schools.

	Preparatory section.	Lower primary.	Upper primary.	Middle.	High.	Total.
Hindus	407	885	1,719	1,706	999	5,716
Muhammadans	119	268	481	424	188	1,480

On comparing the ratios of Muhammadans to Hindus in each section we find that to a hundred Hindus there are 19 Muhammadans in the high section, 25 in the middle, 28 in the upper primary, 30 in the lower primary, and 29 in the preparatory. In the total attendance there are very nearly 26 Muhammadans to every hundred Hindus. These figures tally very nearly with those shown in the previous report. The comparative fewness of Muhammadans in the high section might show one of two things, either that such students are inclined to drop off after completing the Middle stage of instruction and are less anxious than Hindus to go any further, or that there has been a larger number of admissions of late years in the lower section, and that such students have not yet had time to reach the Entrance class. An opinion was expressed in the previous report in favour of the latter hypothesis. But this is not borne out by the figures; for in the year 1891 there were 22 Muhammadan students to every 100 Hindus in the High or Matriculation classes, whereas in the year 1892 this figure has dwindled to 19.

49. *Examination of the primary classes.*—At the close of the annual session a searching examination is held by the Head Master of all the classes below the middle stage with a view to determining the annual promotions. The Upper Primary standard is represented by class V, and the Lower Primary (two years earlier) by class VII. In the following table the results of the examination in these two standards are shown circle-wise for the last two years :—

Upper and Lower Primary Examinations of Zila Schools.

Circle.	1892.						1891.					
	Upper primary examination.			Lower Primary Examination.			Upper Primary Examination.			Lower Primary Examination.		
	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined	Passed.	Percentage.
First ...	265	175	66	253	181	72	282	163	58	266	205	77
Second ...	349	220	63	107	84	79	333	150	45	159	123	77
Third	263	165	63	199	162	81	249	152	61	245	178	73
Fourth ...	192	125	65	146	112	77	137	38	28	164	131	80
Total ...	1,069	685	64	705	539	76	1,001	503	50	834	637	76

The figures shown in the column of "passed" indicate the number of students who received promotion from the class examined to the class next above. The result is not a bad one. There is, however, much need for improvement in the qualifications of the teachers employed in the primary classes; and if ever a training college should be established in this province, at Lucknow or Allahabad, as was at one time contemplated, it is here where its influence is most needed and where its usefulness would be most marked. Writing of certain schools in his own circle, Mr. Dodd remarks:—"The work of the more junior teachers is not satisfactory. Having once secured their appointments, however poorly paid, they make no effort to improve themselves, trusting to time and chance to better their condition rather than to earn promotion by effort in the classes and honest reading in their homes." Undoubtedly home study is indispensable to good work as a teacher; but it must be admitted that the pay usually given to men employed in the lower classes is not such as to raise them above daily anxieties for food and raiment; and hence we must not expect too much.

50. On referring again to the tabular statement given in the previous paragraph, it will be noticed that the number of students examined in the Lower Primary standard was much smaller at the 11 zila schools in the 2nd circle (Oudh) than that at the 7 zila schools in the 3rd circle or than that at the 7 of the 4th circle, and proportionately much smaller than that at the 13 zila schools of the 1st circle. The reason of this is that in the Oudh zila schools the Lower Primary section with the Preparatory section below it—four classes in all—has scarcely any existence, almost all this work having been thrown upon branch schools. The system of throwing the bulk of the primary teaching upon branch schools is a sound one, provided that the said schools are properly housed and the teachers sufficiently paid. There are branch schools in the North-Western Provinces also; but the system is of more recent introduction and is less widely extended. In Oudh, unfortunately, the teachers have suffered by the transfer from the zila school to the branch. Instead of receiving, as they once did, a fairly liberal salary on the zila school staff and working under the shelter of a substantial building, they are now dependent upon such pittances as they can get from a small municipal allotment, eked out by a small grant-in-aid from Government funds and a scanty income from fees; and in some of the stations they are forced to teach in some hired or cheaply built house which is often too small or otherwise inconvenient. In the year under report, as in the previous year also, there were 22 branch schools in Oudh, as shown in the following statement:—

Year.	Number of branch schools.	Total enrolment on 31st March.	Enrolment in class VII (lower primary standard).	
			Examined.	Passed.
1890-91	22	1,368	234	169
1891-92	22	1,417	245	182

The other three Inspectors have made no allusion to the number of branch schools in their respective circles; so I can say nothing about them. The new grant-in-aid code, prepared in the year under report, but not brought into operation until the commencement of the new session of 1892, is more favourable to primary Anglo-vernacular schools, such as the branch schools under reference, than any other grant-in-aid code that has been in force hitherto; but the invariable rule of the new, as of all other codes, "that the Government grant must never exceed half the total expenditure," will act as an insurmountable, though unintentional, barrier to the improvement of these very important schools, unless the Municipal Boards can find the means of increasing the present allotments—a boon which has been often applied for, and applied for in vain.

51. Physical education is making progress in all the circles; and cricket is becoming a popular form of school sport in stations where a few years ago it was unknown.

In the first circle all the zila schools except Bánda and Hamírpur sent their elevens to the tournament that was held at Aligarh in the week preceding Christmas Day; and the aided schools of Mainpuri, Farukhabad, and Háthras were also represented. "The best zila schools," as the Inspector reports, "can make a fair fight against an ordinary British regiment or battery: thus Saháranpur played five matches against troops marching through the station, and won three of them, while the Meerut Zila School defeated both of the batteries quartered there."

In the 2nd circle (Oudh) most of the schools, Aided as well as Government, have taken heartily to physical exercises, especially to cricket. The schools in which least progress has been made are Partábgarh, Sultánpur, and Bahraich,—the two first from want of a good cricket field, the last from the neglect of men on the spot to

take sufficient interest in the matter. In the Gonda district, which is contiguous to Bahraich, the Zila School and the large Aided School at Balrámpur are distinguished for their skill in cricket and other athletic sports. The Unao Zila School defeated a team from a battery that was passing through. The Sitapur Zila School defeated the British regiment quartered there. Among the aided schools, besides the Balrámpur School already referred to, honourable mention must be made of the Christian School and College, and of the Jubilee High School, both at Lucknow. The latter, however, suffers from want of sufficient space. In Oudh, I find, cricket is much preferred to football.

In the 3rd Circle, as Mr. Welby, the Inspector, reports, "Out-door sports are steadily becoming more and more popular; but all the schools are not well situated as regards a playground. For some there is a playground at the very doors, as at Cawnpore, Fatehpur, Allahabad, and Ballia; for others the only available cricket ground is at a distance. The inter-school tournament in the Christmas week was a success. Mr. Westcott, very kindly undertook the management of the tournament; and his services were of great value to us."

In the 4th Circle Mr. Dodd, the Inspector, gives a very favourable account of the progress of athletic sports. "This branch of education," he says, "has become something more than the result of a novel and passing excitement. In nearly every school great and continued interest is taken, not only in those games or sports which are amusing, like the tug of war but likewise in athletic training." At the Almora Zila School a level space of ground large enough for cricket is unattainable. At Pilibhít and Budaun cricket is retarded not by a want of interest on the part of the students, but by the distance of the field. At the other zila schools (Bijnor, Moradabad, Sháhjahánpur, and Bareilly), increased interest with increased skill is manifest. In the annual tournament the first place in cricket was taken by Bareilly, and next to Bareilly by Sháhjahánpur. The Bijnor team came off best in football; and the Budaun boys came off best in fencing.

51*a*. The subject of boarding-houses is closely connected with that of physical exercises; for with boarders such exercises can be and are made compulsory as a condition of residence; and the example set by boarders spreads to day scholars. I here give a comparative statement of the number of boarders in the zila schools of each circle:—

Boarding-houses attached to zila schools.

Circle.	Average monthly number of boarders during 1891-92.				Average monthly number of boarders during 1890-91.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Rs.
First ...	34	313	347	1,832	45	330	375	1,944
Second ...	35	121	156	613	23	148	171	572
Third ...	23	166	189	793	31	169	200	854
Fourth ...	6	170	176	1,226	25	143	168	1,114
Total ...	98	770	868	4,464	124	790	914	4,484

Nothing is said about boarding-houses in the annual report submitted by the Inspector, 1st Circle. It appears, however, from the above figures that there has been some decline in the popularity of boarding-houses in this circle; for there has been a decrease of 11 in the number of scholarship-holders, of 17 in the number of self-supporters, and of Rs. 112 in the amount of boarding-house fees.

In the 2nd or Oudh Circle the total number of boarders has decreased from 171 to 156, and this decrease is accounted for by an increase of 12 in the number of scholarship holders with a fall of 27 in the number of self-supporters. Every zila school in Oudh has now a boarding-house of its own; although at Fyzabad, where a boarding-house is more needed than anywhere else, on account of the collegiate position which the Fyzabad School has now acquired, notice has been sent that the students must be prepared to evacuate shortly the opium godown that has been used for this purpose hitherto. In Sitapur, Lakhimpur, Sultánpur, and Partábgarh every one of the inmates is a self-supporter, that is, he is not in receipt of a scholarship. The total number in these four boarding-houses is 51. The worst attended boarding-house is that at Bahraich; for which no explanation is given in the Head Master's report.

In the 3rd Circle every zila school is provided with a boarding-house. In only one of these (Fatehpur) has there been any marked increase in the number of inmates.

"The Allahabad boarding-house," as the Inspector reports, "has never been popular; only a few pupils come from the district, and most of these prefer to board in the city, where they will be their own masters during leisure hours."

The Cawnpore boarding-house has no less than 28 inmates, of whom all but two are self-supporters; and 21 of these are students from the district. At Fatehpur the boarding-house is quite a new building, and has been occupied only since Christmas last. All the inmates, 26 in number, are self-supporting. At the Mirzapur boarding-house there were 24 inmates on 31st March, of whom 19 were self-supporters. At Jaunpur a new boarding-house has lately been opened entirely for the use of Muhammadans: both the boarding-houses are inside the school compound; and there is a good tennis court close at hand. At Ballia the boarding-house is well attended; and the average number of inmates for the 12 months of the year under report was 23.

In the 4th Circle the boarding-houses, only five in number, have been well attended and are evidently popular, the number of self-supporting inmates having risen from 143 to 170. Of boarding-houses in general the Inspector writes:—"The zila schools of the 4th Circle which are provided with boarding-houses are those at Bareilly, Moradabad, Bijnor, Budaun, and Sháhjahánpur; those at Pilibhít and Almora being as yet without this advantage. These boarding-houses continue to be among the most important and successful features of our schools. Not merely are boys attracted by them from the different parts of a district, but the standard of instruction and the tone of the schools are raised by the example and force of the inmates of boarding-houses. The more studious habit of the boarders and the supervision under which they remain, together with the facilities they enjoy in the playground after school hours, place the boarders first in the list as regards class instruction, discipline, and physical education." At Pilibhít a boarding-house is needed, as elsewhere; and arrangements are now pending for procuring a rented house. At Almora the plans for a Government school building include one for a boarding-house, which in the case of such a school is very necessary, since the school, though situated in Almora, will receive students from Garhwál and other remote parts of the Kumaun Division.

Vernacular Middle Schools.

The Vernacular Middle Examination.

52. The chief test of the working of vernacular middle schools from year to year is furnished by the results of the Vernacular Middle examination for which the highest class at schools of this grade send up candidates at the close of each annual session. The name "Middle" is somewhat of a misnomer. The examination is called "Middle" not because it is a stepping-stone or intermediate stage to anything higher, but because in point of difficulty and in regard to the range of subjects required of the candidates, it bears some analogy to the Middle examination prescribed for English or Anglo-Vernacular Schools. The passing of the Vernacular Middle, as in the parallel case of the English middle, is a necessary condition to obtaining a Government post of Rs. 10 or upwards.

53. No modifications in text-books or subjects were made during the year under report. But a change was made in the date of holding the examination. In 1891 and previous years the two examinations were held in immediate succession to each other, the English in the latter half of March, and the Vernacular early in April. But it was found to be inconvenient to hold them so closely together, especially as the series of University examinations were held at about the same time; and the labour of superintendence was too heavy a task for the men appointed to superintend at the several centres. Accordingly it was decided by the Director of Public Instruction to hold the Vernacular examination each year in the week preceding Christmas, and this will be the date of the examination in 1893 and future years. In the year under report (1892) the examination was held in the month of February, an intermediate stage between the old date of April and the intended new one of December. The change of date is not only conducive to convenience for the reasons already stated, but it fits in better with the system of vernacular education generally, of which the middle schools form a part. The annual session of village schools terminates much more nearly with the close of the calendar year than with that of the official one. The centre examinations of village schools, by which the work of the year in regard to primary vernacular education is tested, are about half finished by the end of December, and hence those students who desire to join a middle school after passing the highest standard at their own villages will enter the middle school at the proper time for so doing, *viz.*, at or near the commencement of the annual session in January.

54. The abstract results of the Middle examination for the last two years are shown in the following statement; in which, it should be noted, the figures entered against

the class "Unaided" include private candidates as well as candidates from private schools :—

The Vernacular Middle Examination.

Class of school.	1892.						1891.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		1st.	2nd.	3rd				1st.	2nd.	3rd.		
State	1,968	357	630	200	1,187	60	2,138	355	760	252	1,367	64
Aided	158 (a)	8	32	11	51	32	189	17	44	16	77	41
Unaided	1,229	24	124	86	234	19	1,832	31	191	153	375	20
Total ...	3,355	389	786	297	1,472	44	4,159	403	995	421	1,819	44

(a) Including 34 candidates from foreign schools, of whom 9 passed.

The percentage of passmen to examinees has been exactly the same in both years; and the number of passmen in each division has been, proportionately, almost equal. But in the number of candidates there has been a decrease of 804, *viz.*, of 170 in State schools, of 31 in Aided schools, and of 603 in Unaided schools and private candidates. The total decrease noted in the previous report between the years 1890 and 1891 amounted to 386. Thus between the years 1890 and 1892 there has been a decrease of 1,190 in the number of candidates. The decrease in candidates from State schools, which in the three years amounts to 288, may be accounted for by a decrease of 18 in the number of State schools sending up candidates. By far the greatest decrease has occurred in the unaided schools and private candidates. Among these in the three years referred to, the decrease has amounted to nearly 900, due perhaps to the ill-success obtained by such candidates year after year in this examination, and the consequent discouragement which they feel against paying the fee for admission. It may also arise from the fact that candidates in employment, who required certificates under the rules of Government service, have either obtained their certificates or have retired and ceased to compete.

55. The following table shows in abstract form the percentage of candidates who passed in each subject, or rather group of subjects, from each class of school, State, Aided, and Unaided :—

THE VERNACULAR MIDDLE EXAMINATION.

Percentage of success in each subject.

Class of school.	1892.				1891.			
	Language.	Mathematics.	History and Geography.	Science.	Language.	Mathematics.	History and Geography.	Science.
State ...	83	87	81	85	77	82	88	89
Aided ...	75	69	51	65	61	63	75	75
Unaided* ...	66	51	43	44	57	37	51	53

*. The figures entered opposite this class of school include private candidates and candidates from private schools.

The variations are very slight, and call for no remark. In each of the four groups of subjects, the percentage of success amongst the candidates from State schools is somewhere between 80 and 90. This has now occurred for two years in succession, which shows that no subject has been neglected at the expense of the rest, and that in all subjects the teaching has been thorough.

56. Certain new rules were issued by the Director on 5th August 1891, which came into force in the examination of February 1892. The chief of them, as summed up by Mr. Wright, the Registrar of the examination, were as follows :—

(*a*) "Only 90 marks were given to history and general geography instead of 100, as previously, and the pass marks were correspondingly changed from 25 to 22.

(*b*) "One hundred and ten marks were assigned to science, in lieu of 100, as previously, and the pass marks were correspondingly raised from 30 to 33."

The effect of the above changes was to diminish the value attached to history and geography and to raise the importance of science.

(*c*) "The course was altered by the substitution, in *geography*, of Hill's First and Second Books in lieu of those formerly read, and in *physical geography* of selected portions of Hill's Third Book in lieu of the book by Pandit Lakshmi Sankar Misra.

(*d*) "Paragraph 6 of the new rules contains the important injunction that 'every pupil in the first class of an aided vernacular school must be presented' (provided he has attended 75 per cent. of the lectures), instead of allowing the Head Master to make selections from his class of those likely to pass. The effect of this was that only 158 such candidates appeared in 1892, instead of 189 as in 1891, with a percentage of 32 of success in place of 41 per cent. in 1891. This seems to be an extraordinary result, and to require the explanation which I am unable to give.

(*e*) "Paragraph 6 contains the following note, the great necessity for which was felt in previous years :—'The Deputy Inspector of Schools is strictly forbidden to register as a candidate any person who is not a resident in his (the Deputy Inspector's) district.' The effect of this has been to throw some difficulties in the way of those private candidates who attempt to pass the examination by personation. Even now the evidence of identity is too slight, and it is to be feared that many cases of personation still occur at these examinations."

The rule under (*d*), requiring all students of class I to be presented, might easily be neutralized by the other rule, that no student can appear as a candidate from that school unless he has attended 75 per cent. of the lectures. This may account for the decrease of candidates from 189 to 158 in aided schools.

57. The percentages of success in Government aided and unaided schools, during the last five years, were as follows :—

Class of schools.	Per cent. in 1888.	Per cent. in 1889.	Per cent. in 1890.	Per cent. in 1891.	Per cent. in 1892.	Average of five years.
State ...	53	67	56	64	60	60
Aided ...	28	44	33	41	32	35·6
Unaided ...	19	25	18	21	19	20

These results, covering as they do a period of five years in succession, present (as the Registrar remarks) "a remarkable uniformity of diversity," and those for 1892 come very near the average of the last five years.

58. The Urdu language in the middle examination continues to gain upon Hindi, as the accompanying statement shows :—

Year.	Urdu.	Hindi.
1892	2,727	628
1891	3,290	869
1890	3,625	920

Hindi being of very little use in the Government Courts, and Urdu being quite indispensable, no doubt could arise as to which form of the vernacular was likely to gain upon the other in an examination which is declared to be the test for Government employment. In the year 1888 there were 3,179 candidates in Urdu and 1,127 in Hindi. In 1892 the corresponding figures were 2,727 and 628. But while Urdu has been gaining ground, Persian has been as steadily losing it as a subject of study in vernacular schools. It is in English-teaching schools that Persian now finds the greatest number of followers.

59. From the tabular statements given below, it would appear that a candidate who takes up Hindi instead of Urdu has not only a better chance of passing the Middle Vernacular examination, but of taking a higher place in the list of passmen :—

Total candidates.	Took up Urdu.			Took up Hindi.		
	Candidates.	Passed.	Per cent.	Candidates.	Passed.	Per cent.
3,355	2,727	1,121	41	628	351	56

	Urdu candidates.	Hindi candidates.
First Division	280	109
Second „	582	204
Third „	259	38

Thus among the Urdu candidates only 41 per cent. are successful against 56 among the Hindi candidates; and again among the Urdu successful candidates only 25 per cent. come out in the first division, against 31 among the Hindi candidates. This is not the first time that such inequality has occurred; and it points clearly to the fact that the Hindi examiners in the special subjects are more lenient in their marking. Another fact to be noticed is that the literature course in Hindi is not so difficult as that in Urdu.

60. The occupations of the fathers or guardians of the successful candidates were as follows:—

Six hundred and ninety-two (or nearly half) are returned as engaged in service, 345 as zamíndárs, 228 as agriculturists, 37 as traders, 78 as shopkeepers, 32 as priests, 24 as bankers or money-lenders; the rest (in numbers ranging from 5 to 1) belong to some other kinds of calling.

In regard to castes, 295 were Brahmans, 118 Chhattris, 127 Banias, 398 Kayasths, and 411 Musalmans. The other castes are represented by numbers varying from 17 to 1.

61. Thus far as to the combined or general result of the Middle Vernacular Examination for the entire province. It now remains to show what each of the four circles has separately done, and to compare one circle with another. The following table shows the results of the examination circle-wise for the last two years:—

THE VERNACULAR MIDDLE EXAMINATION.

(*State Vernacular Schools only*).

Circle.	Division.	1892. Number of candidates.	1892. Passed in Division— 1st.	2nd.	3rd.	1892. Total.	1892. Percentage of passes.	1891. Number of candidates.	1891. Passed in Division— 1st.	2nd.	3rd.	1891. Total.	1891. Percentage of passes.
First ...	Meerut ...	296	36	74	34	144	49	341	60	118	38	216	63
	Agra	244	47	86	22	155	64	280	73	100	34	207	74
	Bundelkhand ...	100	10	26	7	43	43	104	16	50	9	75	72
	Total ...	640	93	186	63	342	53	725	149	268	81	498	69
Second ...	Western Oudh ...	295	47	91	32	170	58	323	34	94	42	170	53
	Eastern „ ...	139	20	38	27	85	61	155	20	56	15	91	59
	Total ...	434	67	129	59	255	59	478	54	150	57	261	55
Third ...	Allahabad ...	283	46	98	32	176	62	318	45	135	43	223	70
	Benares ...	290	74	111	21	206	71	285	79	122	33	234	82
	Total ...	573	120	209	53	382	67	603	124	257	76	457	76
Fourth ...	Rohilkhand ...	293	76	99	21	196	67	285	20	72	33	125	44
	Kumaun ...	28	1	7	4	12	43	47	8	13	5	26	55
	Total ...	321	77	106	25	208	65	332	28	85	38	151	45
	GRAND TOTAL ...	1,968	357	630	200	1,187	60	2,138	355	760	252	1,367	64

In regard to the above results, it may be said that every circle and each division in each circle has done well, with the exception perhaps of Bundelkhand and Kumaun. I say "perhaps," because these two divisions are not so advanced as the rest, and

because 43 (the percentage of passmen to examinees obtained in both Divisions) cannot be called a poor result. At English schools and colleges the results of the departmental and University examinations are not usually better; and some consideration must be made for the fact that the time of study in the year under report was shorter than usual by a space of two months.

62. The 3rd Circle represented by Benares and Allahabad, and more especially by Benares, takes the lead; which is closely followed by Rohilkhand and Agra; while the two Divisions of Oudh are not far behind. Meerut cannot claim a success equal to that of its neighbours. Without at all depreciating the credit due to the Assistant Inspectors of the 3rd Circle (Benares and Allahabad) it may be pointed out that greater success is to be expected in this circle than elsewhere, on account of the much greater development of the boarding-house system and the larger number of scholarship-holders. Lads who reside in boarding-houses are expected to come out better than ordinary students. Their attendance is more regular; they live in the school compound, and hence are not liable to detention by unfavourable weather; they have better opportunities of private study; they are more completely under discipline; and as they have left their own village for the express purpose of studying the middle course and appearing for the middle examination, they are likely to devote themselves to the work more strenuously than students whose homes are in the town. Moreover, many of them are in receipt of scholarships, and hence are among the picked students from village schools. Divisions or circles, in which scholarships and boarding-houses are fewer, are placed at a disadvantage.

Another point to be noticed in connection with the high percentage of success gained by the Benares Division is that in this Division the number of Hindi candidates is larger than in any other. I have shown already (see paragraph 59) that among Urdu candidates only 41 per cent. are successful against 56 among the Hindi candidates, a difference of 15. This certainly helps to account for the high percentages of success gained in the last two years by the Benares Division.

63. The success obtained by the Rohilkhand Division is an event that deserves to be noted as something new in its recent educational history. This Division has scored a percentage of 67 passmen, only 4 per cent. below that scored by Benares; and here the Urdu language predominates. Much credit is due to Shaikh Ebad-ullah, the new Assistant Inspector, who has now been in charge one full year, and the whole of whose previous experience had been in Oudh. No less credit, however, is due to his predecessor, Munshi Piare Lal, without whose labours in the three previous years the success of 1892 could not have been gained. Both officers have had the benefit of supervision by an experienced Circle Inspector.

Vernacular Town Schools.

State Vernacular Middle Schools.

64. The number of State schools classed as middle vernacular, the number of students on the rolls on 31st March, and the fee income are shown in the following tabular statement for the last two years in succession:—

State Vernacular Middle Schools for boys.

Town Schools.

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March—		Fee income.	
		1892.	1891.	1892.	1891.	1892.	1891.
						Rs.	Rs.
First ...	Meerut	48	54	4,001	4,012	7,375	7,192
	Agra	40	43	4,281	3,842	5,820	5,367
	Bundelkhand	34	34	2,558	2,458	1,907	1,461
	Total ...	122	131	10,840	10,312	15,102	14,020
Second ...	Western Oudh	37	37	3,637	3,567	5,841	5,822
	Eastern „	18	18	1,831	1,806	2,958	2,837
	Total ...	55	55	5,468	5,373	8,799	8,659
Third ...	Allahabad	41	41	3,314	2,944	2,944	1,836
	Benares	57	58	4,668	4,400	3,262	2,464
	Total ...	98	99	7,982	7,344	6,206	4,300
Fourth ...	Rohilkhand	42	43	4,377	4,404	6,355	6,141
	Kumaun	4	4	253	286	133	152
	Total ...	46	47	4,630	4,690	6,488	6,293
	Grand Total ...	321	332	28,920	27,719	36,595	33,272

From the above abstract it will be seen that there has been a decrease of 11 in the number of schools graded as middle class, the whole of which, with two exceptions, has occurred in the 1st Circle, 6 in the Meerut Division, and 3 in the Agra. This decrease has consisted almost entirely of village schools, which in former years were allowed to send up candidates for the middle examination, and which have now reverted to the status and grade of village or primary schools. To have ever allowed such schools to go beyond their proper standard is now admitted to have been a mistake; and for several years past the tendency in the North-Western Provinces has been to get rid of the middle sections so formed, and to keep the teaching at village schools within its legitimate compass. Seven village schools were similarly pruned of their middle sections in the year 1891. In Oudh no village schools were ever allowed to overstep the limits of the village school curriculum, and hence no change in the number of middle schools has occurred for several years. The enrolment on 31st March 1892 for the entire province has increased by 1,201, and the fee receipts by Rs. 3,323. The increase in fee receipts is proportionately much larger than that of enrolment. The fact that such an increase should have occurred in fee receipts shows that the schools struck off the list were less entitled than the rest to remain there.

65. Schools of the middle grade consist of 3 different sections,—the Middle section proper (classes II and I), the Upper Primary section (classes IV and III), and the Lower Primary (classes V, VI, VII). The curriculum in the two sections last named is the same as that at village schools. The state of the enrolment section-wise, as it stood on 31st March 1892, is shown in the following summary :—

State Vernacular Middle Schools for boys.

Circle.	Division.	1892.			1891.		
		Middle section.	Upper Primary section.	Lower Primary section.	Middle section.	Upper Primary section.	Lower Primary section.
First ...	Meerut	907	904	2,190	890	1,036	2,086
	Agra	688	868	2,725	708	880	2,254
	Bundelkhand	276	473	1,809	284	463	1,711
	Total ...	1,871	2,245	6,724	1,882	2,379	6,051
Second ...	Western Oudh	771	765	2,101	883	764	1,920
	Eastern „	385	422	1,024	438	410	958
	Total ...	1,156	1,187	3,125	1,321	1,174	2,878
Third ...	Allahabad	914	651	1,749	771	648	1,525
	Benares	1,098	871	2,699	1,109	926	2,365
	Total ...	2,012	1,522	4,448	1,880	1,574	3,890
Fourth ...	Rohilkhand	910	1,022	2,445	886	1,048	2,470
	Kumaun	56	57	140	84	46	156
	Total ...	966	1,079	2,585	970	1,094	2,626
	GRAND TOTAL ...	6,005	6,033	16,882	6,053	6,221	15,445

Thus the increase in enrolment has occurred entirely in the lower primary section, there being a slight decrease in the middle as well as in the upper primary. The decrease, however, is very small, considering that 11 schools have disappeared from the list.

66. The cost of each pupil's education is shown in the usual form as below for the last two years :—

Town schools or State Vernacular Middle Schools for Boys.

Year.	Number of schools.	Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.
			Public funds.	Fees.	Other sources.	Total.	
			Rs.	Rs.	Rs.	Rs.	
1892 ...	321	26,915	1,42,426	36,595	622	1,79,643	6·7
1891 ...	332	25,766	1,33,759	33,272	666	1,67,697	6·5

Thus every pupil in a middle class vernacular school (no account being taken of the section in which he was studying) has been educated at a cost of Rs. 6·7, or nearly Rs. 7. Towards this he has contributed about Re. 1¼ himself from his own fees, all of which are credited in the Government Treasury. The net cost to the State of each pupil's education has been about Rs. 5¾.

67. The primary classes in the schools under report are examined by the Assistant and Deputy Inspectors in all subjects of the curriculum, at the close of the annual session, or as near the close of it as can be conveniently managed. The result of this examination is shown in the subjoined tabular statement :—

Upper Primary and Lower Primary Examinations of Town Schools, Classes III and V.

Circle.	Division.	Year.	Number of town schools.	Lower Primary.				Upper Primary.			
				Enrolled.	Examined.	Passed.	Percentage of passes.	Enrolled.	Examined.	Passed.	Percentage of passes.
First.	Meerut ...	1891-92 ...	39	398	405	323	80	324	307	212	69
		1890-91 ...	42	475	456	349	77	274	261	163	62
	Agra ...	1891-92 ...	40	464	439	353	80	291	271	170	63
		1890-91 ...	43	540	518	446	86	277	260	194	75
	Bundelkhand ...	1891-92 ...	27	248	228	175	77	107	99	62	63
		1890-91 ...	27	250	229	174	76	126	120	61	51
	Total ...	1891-92 ...	106	1,110	1,072	851	79	722	677	444	66
		1890-91 ...	112	1,265	1,203	969	81	677	641	418	65
Second.	Western Oudh ...	1891-92 ...	38	430	437	328	75	283	281	202	72
		1890-91 ...	38	455	438	281	64	318	315	187	59
	Eastern » ...	1891-92 ...	18	237	221	197	89	159	147	114	78
		1890-91 ...	18	196	188	164	87	154	145	98	68
	Total ...	1891-92 ...	56	667	658	525	80	442	428	316	74
		1890-91 ...	56	651	626	445	71	472	460	285	62
Third.	Allahabad ...	1891-92 ...	34	235	227	196	86	213	211	166	79
		1890-91 ...	34	275	261	214	82	214	222	127	57
	Benares ...	1891-92 ...	33	224	208	187	90	202	185	153	83
		1890-91 ...	33	261	253	228	90	204	194	157	81
	Total ...	1891-92 ...	67	459	435	383	88	415	396	319	81
		1890-91 ...	67	536	514	442	86	418	416	284	68
Fourth.	Rohilkhand ...	1891-92 ...	34	463	442	394	89	328	296	233	79
		1890-91 ...	33	494	489	352	72	380	359	237	66
	Kumaun* ...	1891-92 ...	4	23	23	5	22	25	26	8	31
		1890-91 ...	4	37	28	26	93	16	17	8	47
	Total ...	1891-92 ...	38	486	465	399	86	353	322	241	75
		1890-91 ...	37	531	517	378	73	396	376	245	65
	Grand Total ...	1891-92 ...	267	2,722	2,630	2,158	82	1,932	1,823	1,320	72
		1890-91 ...	272	2,983	2,860	2,234	78	1,963	1,893	1,232	65

*The figures of 1890-91 for Kumaun Division are revised and corrected ones.

68. *Boarding-houses at town schools.*—Students who, after finishing the village or primary course, aspire to work for the middle vernacular certificate, repair to some tahsíli or pargana school for this purpose; some of these are in recept of scholarships gained in open competition; others attend the middle class school at their own expense. For the accommodation of such students boarding-houses have, where it was possible, been provided. The number of boarders during the last two years is shown below :—

Average number of scholars in residence monthly in tahsíli school boarding-houses.

Circle.	Division.	Number of boarders.					
		Receiving stipends.		Self-supporting.		Total.	
		1892.	1891.	1892.	1891.	1892.	1891.
First ...	Meerut	42	51	126	79	168	130
	Agra	50	60	19	65	69	125
	Bundelkhand	27	43	14	26	41	69
	Total ...	119	154	159	170	278	324
Second ...	Western Oudh	30	29	51	69	81	98
	Eastern „	29	28	46	87	75	115
	Total ...	59	57	97	156	156	213
Third ...	Allahabad	157	173	196	207	353	380
	Benares	180	174	342	256	522	430
	Total ...	337	347	538	463	875	810
Fourth ...	Rohilkhand	81	64	63	87	144	151
	Kumaun	...	...	60	73*	60	73
	Total ...	81	64	123	160	204	224
	GRAND TOTAL ...	596	622	917	949	1,513	1,571

* Includes 47 boarders residing in two boarding-houses of Garhwál not returned last year.

There has thus been a decrease of 58 boarders, of whom 26 were scholarship holders and 32 self-supporters. More than half the boarders in the entire province belong to the 3rd Circle. Two causes exist for this; a more liberal allotment by the District Boards for village scholarships, and a larger supply of boarding-houses. As a general rule, if a boarding-house exists and if the cost of occupying it does not exceed that of living in hired quarters, students soon come forward to take advantage of it. But the supply of such accommodation is a matter of time and money.

PHYSICAL EXERCISES.

69. The subject of physical exercises at middle and village schools is receiving increased attention, and in most of the districts steady progress is being made. The following remarks are selected from the reports submitted :—

1st Circle, Meerut, Agra, Bundelkhand.—In the Meerut Division, as the Assistant Inspector reports, "progress is being made in all the town schools, except seven. In all the rest physical training forms part of the education. The exercises consist in running, jumping, fencing, wrestling, and pulling the rope. The games of hockey and rounders, and school drill have also been taken up. In one or two schools they even play the costly game of cricket." In the Agra Division physical exercises were introduced for the first time last year :—"During the year under review," as the Assistant Inspector reports, "the Chairmen of District Boards were addressed with a view to securing their co-operation in this direction. The Boards of Farukhabad, Etah, Mainpuri, and Etáwah readily responded to the call; while the Board at Mathura, admitting the importance of physical education, could not make any more grants for want of funds. Some of the schools were drilled by the police jamadárs. Wrestling has become popular in some schools. In most of the schools in which physical training has been introduced the native methods and native appliances are followed."

The report by the Assistant Inspector of Bundelkhand is silent on the subject of physical training at the town schools in that Division; from which it may be presumed that physical exercises have not yet been introduced.

The 2nd or Oudh Circle.—The Assistant Inspector of Western Oudh reports as follows :—"In all the middle schools of this division, 38 in number, games of one sort or another are played by the boys; and school drill is practised in all. Some of the town schools in the Hardoi and Unao districts have been provided with cricket gear; but it is doubtful whether the boys in the vernacular schools will be able to make satisfactory progress in this game, since the teachers themselves have had no opportunity of learning it. Whenever any of the sports were held in the presence of the Assistant Inspector the boys seemed to take much interest in them." In the Eastern

Division of Oudh a similar advance is being gradually made in all the districts. A satisfactory commencement has been made in the Unao, Rae Bareli, Sultánpur, and Partábgarh districts, in some of the schools of which gymnastic appliances, parallel bars, &c., have been supplied. One of the chief obstacles at present is the want of gymnastic masters; but this want will be supplied by degrees, as new teachers come out from the Normal school; for in the Normal school physical exercises are now regularly taught.

3rd Circle (Benares and Allahabad).—Regarding the Allahabad Division Mr. Welby, the Inspector, reports:—"Physical training has not been neglected; in most of the schools the pupils are encouraged to join in out-of-door sports, and to all the more important schools cricketing gear has been supplied by the District Boards. Boarders are required to take part in the out-door games, such as cricket and rounders."

The accounts from the Benares Division are very favourable:—"In the Benares Division (as the Inspector reports) the introduction of athletic sports and games has been attended with perfect success. The boys of the vernacular schools take a great interest in them, and I am glad they are encouraged by their parents. Now physical training is considered a part of education, and there is no difficulty in persuading boys to join in manly sports, which they often do with much interest." A kind of Derby day was held at Azamgarh, as Rai Bahádur Lakshmi Sankar Misra reports:—"At Azamgarh I managed to get up sports on a grand scale whilst the Commissioner of the Gorakhpur Division was there. About 500 boys were present on the occasion, and prizes were distributed to the winners by the Collector of Azamgarh. The most important event of the day was a tug of war between the officials present at Azamgarh and the Educational Department. The official team consisted of the Commissioner, the Judge, the Collector, the Joint Magistrate, the Assistant Magistrate, the Civil Surgeon, the Engineer, the Munsif, the Deputy Collector, and the Assistant Surgeon. On the Educational side, in addition to myself and the Deputy Inspector of Gorakhpur, there were four village school teachers and five students. The Educational side obtained an easy victory."

4th Circle.—The Assistant Inspector, Rohilkhand, reports as follows:—"Considerable improvement in physical exercises has been made in the Pilibhít and Bareilly districts, where almost all the town schools have now been provided with the necessary apparatus and with instructors for the purpose. Football, long and high jumps, tug of war, and some native games are generally played by the boys. In some schools cricket and lawn tennis have been introduced. School drill is also taught. In the last meeting for the distribution of prizes in the Bareilly district, 3 teachers were specially commended and rewarded for teaching school drill in their respective schools."

Aided Oriental Schools.

70. There are six schools of this class, as will be seen from the following table:—

Examination of Aided Oriental Schools.

Name of school.	Oriental examinations of the Punjáb University.										Benares Sanskrit College examinations.				Mulla examination, 1891.	
	Prajna.		Visharad.		Munshi Fazil.		Maulvi.		Maulvi Alim.		Madhyama Pariksha.		Prathama Pariksha.			
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Shivraj Sanskrit Pathsala.	...	...	...	...	...	...	...	...	...	...	5	3	10	6	...	...
Jay Narayan's, Benares...	4	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...
Jubilee School, Mirzapur.	...	...	...	...	...	...	...	...	...	...	1	...	2	1	...	...
Gyanpur School, Mirzapur.	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...
Chashma-i-Rahmat, Gházípur.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1
Church Mission, Lucknow.	...	...	...	...	1	...	4	3	3	3	...	...	1	...	...	...
Total ...	4	3	2	1	1	...	4	3	3	3	6	3	16	7	3	1

Only the last two schools sent up candidates for the Arabic or Persian examination. The first, third, and fourth prepare for the examination of the Benares Sanskrit College; the second, though it is situated in Benares, has preferred to place itself in preparation for the Oriental course of the Punjáb University. The results are shown above.

Village Schools, or State Vernacular Primary Schools.

71. The most numerous class of schools connected with this department are the village schools maintained by the public revenues. The aim of these schools is to teach one or both forms of the vernacular up to the point at which the middle section in town schools commences. The following table gives the statistics for the last two years as to the number of schools circle-wise, the number on the roll on 31st March, and the amount of fees realized :—

State Vernacular Primary or Village Schools.

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee income.	
		1892.	1891.	1892.	1891.	1892.	1891.
						Rs.	Rs.
First ...	Meerut	532	530	15,852	15,307	5,256	5,027
	Agra	538	542	16,320	15,582	384	304
	Bundelkhand	305	292	8,995	8,297	223	234
	Total ...	1,375	1,364	41,167	39,186	5,863	5,565
Second...	Western Oudh	428	426	15,942	15,625	4,976	4,734
	Eastern „	431	433	18,322	18,021	2,112	2,036
	Total ...	859	859	34,264	33,646	7,088	6,770
Third ...	Allahabad	523	536	16,429	16,831	2,355	1,526
	Benares	562	573	21,737	20,948	2,744	2,416
	Total ...	1,085	1,109	38,166	37,779	5,099	3,942
Fourth...	Rohilkhand	452	463	15,923	15,865	2,528	2,362
	Kumaun	157	161	6,237	7,351	117	107
	Total ...	609	624	22,160	23,216	2,645	2,469
	GRAND TOTAL ...	3,928	3,956	135,757	133,827	20,695	18,746

From the above table it will be seen that there has been a decrease of 28 in the number of schools, but a rise of 1,930 in the enrolment and of Rs. 1,949 in the fee collections. In the 2nd Circle (Oudh) the number of schools has remained unchanged, but the enrolment has increased by 618. In the 1st Circle schools have increased by 11, and the enrolment by 1,981. In the 3rd Circle there has been a decrease in schools of 24, with a rise in enrolment of 387. In the 4th Circle there has been a decrease in schools of 15, with a decrease in enrolment of 1,056.

72. Village schools consist of two sections, the Lower Primary with three classes, and the Upper Primary with two classes, making five classes in all. The full complement of classes does not exist in every school; for some schools have only one class in the Upper Primary section, and some not even one. But there is no school (unless it might be one or two here and there, that have been very lately opened), in which the highest class of the lower primary section does not exist; and no student can pass the standard of this class without at least being able to read a rather easy book, to write a letter to a friend, and to work out questions in compound numbers both mentally and on the state. The following table shows how the enrolment stood section-wise on 31st March 1892 and 1891 :—

State Vernacular Primary Schools for Boys.

Circle.	Division.	1892.		1891.	
		Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.
First ...	Meerut	2,707	13,145	2,974	12,333
	Agra	2,214	14,106	2,435	13,147
	Bundelkhand	1,195	7,800	1,216	7,081
	Total ...	6,116	35,051	6,625	32,561
Second ...	Western Oudh	3,039	12,903	3,078	12,547
	Eastern „	4,198	14,124	4,109	13,912
	Total ...	7,237	27,027	7,187	26,459
Third ...	Allahabad	2,614	13,815	3,478	13,353
	Benares	3,264	18,473	3,477	17,471
	Total ...	5,878	32,288	6,955	30,824
Fourth ...	Rohilkhand	2,587	13,336	2,735	13,130
	Kumaun	560	5,677	697	6,654
	Total ...	3,147	19,013	3,432	19,784
	GRAND TOTAL ...	22,378	113,379	24,199	109,628

Thus, taking the province as a whole, there has been a decrease of 1,821 in the upper primary section, and an increase of 3,751 in the lower primary. In each of the circles, excepting Oudh, the change of classification has been in the direction noted; but in Oudh there has been an increase of about 50 in the upper primary section since the close of the previous year.

73. The cost per scholar is shown in the following abstract:—

State Vernacular Primary Schools or Village Schools.

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence per scholar.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
1892	130,949	4,95,979	20,695	1,383	5,18,057	4·0
1891	128,535	4,72,114	18,746	1,652	4,92,512	3 8

It thus appears that since the year 1891 the cost per scholar has increased by a very small fraction. The total sum spent on village education (including what the students have contributed themselves from their own fees), was Rs. 5,18,057 in 1892 against Rs. 4,92,512 in 1891, or an increase amounting to Rs. 25,545. This increase is due to several causes: the introduction of a higher scale of salaries to teachers in some of the districts of Benares and Rohilkhand; the substituting of more costly, but at the same time more efficient, new schools in place of the worthless ones abolished; the increased expenditure from fee income; and the inclusion for the first time of certain charges on school apparatus and prizes, which in previous years had been classed under indirect expenditure.

Even now the cost at which village schools are maintained is very small in proportion to the amount and quality of the work done by them. The salaries provided for village

teachers are in many cases lower than they ought to be. The Chairman of the Benares District Board has given the following remarks on this point:—

"It is a matter of pity that the teachers cannot be rewarded or in any way encouraged for their work. Many of them are paid at the rate of Rs. 6 per mensem, which in these days is hardly sufficient to provide for the daily food and all the necessaries of life. The frugality chiefly prevails in consequence of the rateable reduction made each year in the educational budget since 1890-91."

74. The different classes are examined annually at certain selected centres by the Deputy Inspector of each district; and this officer is often assisted by the Assistant Inspector, and sometimes by the Circle Inspector, if he can so arrange his tour as to make it fit in with the centre work. The following table shows the results of the examinations held by the Assistant and Deputy Inspectors of the four circles. It has been customary in the Director's report to show the results for only the three highest classes; but in fact all the classes are examined, and the result is quite as carefully recorded for the two bottom classes as for the three top ones. Certainly this has been done for several years past in the Oudh Circle, and I presume it is done in the other circles likewise.

Examination of Classes III, IV, and V of Village Schools.

Circle.	Division.	Year.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
			Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
First ...	Meerut ...	1891-92	1,857	1,275	1,465	725	806	476
		1890-91	2,127	1,441	1,520	877	785	473
	Agra ...	1891-92	1,539	1,132	1,101	667	400	209
		1890-91	1,958	1,474	1,021	655	326	211
	Bundelkhand ...	1891-92	879	621	634	356	178	107
		1890-91	970	576	638	206	212	70
	Total ...	1891-92	4,275	3,028	3,200	1,748	1,384	792
		1890-91	5,055	3,491	3,179	1,738	1,323	754
Second ...	Western Oudh ...	1891-92	1,732	1,348	1,329	803	876	602
		1890-91	1,705	1,092	1,330	673	950	525
	Eastern „ ...	1891-92	2,060	1,770	1,710	1,162	1,250	858
		1890-91	1,962	1,615	1,590	1,060	1,258	818
	Total ...	1891-92	3,792	3,118	3,039	1,965	2,126	1,460
		1890-91	3,667	2,707	2,920	1,733	2,208	1,343
Third ...	Allahabad ...	1891-92	1,590	1,256	1,400	1,044	686	487
		1890-91	2,027	1,502	1,517	795	713	377
	Benares ...	1891-92	2,260	1,810	1,819	1,326	879	656
		1890-91	2,593	2,154	1,822	1,223	853	660
	Total ...	1891-92	3,850	3,066	3,219	2,370	1,565	1,143
		1890-91	4,620	3,656	3,339	2,018	1,566	1,037
Fourth ...	Rohilkhand ...	1891-92	1,505	1,047	1,262	795	687	469
		1890-91	1,775	1,172	1,320	658	745	446
	Kumaun* ...	1891-92	554	199	305	38	191	26
		1890-91	707	167	297	68	230	39
	Total ...	1891-92	2,059	1,246	1,567	833	878	495
		1890-91	2,482	1,339	1,617	726	975	485
	GRAND TOTAL ...	1891-92	13,976	10,458	11,025	6,916	5,953	3,890
		1890-91	15,824	11,193	11,055	6,215	6,072	3,619

* The figures of 1890-91 for Kumaun Division are revised and corrected ones.

The result for the province as a whole is satisfactory. The number of passmen in class V has decreased by 735; in class IV it has increased by 701; and in class III (the highest) it has increased by 271. The differences are not appreciable in view of the large number of examinees in each class; and this absence of violent change may be accepted as an indication of the care with which the registers are kept and promotions made from year to year.

75. The percentage of passmen to examinees, in each of the three standards referred to in the previous statement, is shown in the usual form in the statement given below :—

EXAMINATION OF CLASSES III, IV, AND V OF VILLAGE SCHOOLS.

Percentage of passes.

Circle.	Division.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
		1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.
First	Meerut ...	69	68	49	58	59	60
	Agra ...	74	75	61	64	52	65
	Bundelkhand ...	71	59	56	32	60	33
	Total ...	71	69	55	55	57	57
Second	Western Oudh ...	78	64	60	51	69	55
	Eastern „ ...	86	82	68	67	69	65
	Total ...	82	74	65	59	69	61
Third	Allahabad ...	79	74	75	52	71	53
	Benares ...	80	83	73	67	75	77
	Total ...	80	79	74	60	73	66
Fourth	Rohilkhand ...	70	66	63	50	68	60
	Kumaun ...	36	24	12	23	14	17
	Total ...	61	54	53	45	56	50
	GRAND TOTAL ...	75	71	63	56	65	60

With the exception of one or two variations in Kumaun in the wrong direction, the result is satisfactory. The percentage of passmen in each circle, and in every standard in each circle, has been almost always on the side of increase. There is a very distinct and precisely defined code by the rules of which these annual centre examinations are held. The examination is not done cursorily, nor is any of the subjects that are laid down in the curriculum shirked. The percentages of passmen, therefore, must be considered high in almost every circle. As was pointed out in the previous report, one great impediment to the work of the previous year was the census, for the taking of which village teachers were largely used and assiduously employed in almost every district.

76. Physical education is now practised in village schools as well as in town schools, but less generally and with less expensive appliances. Money cannot be found for providing the appliances in more than a few very isolated cases. What is done with success and at scarcely any cost is school drill. If the teacher will take the trouble to make a judicious use of the little guide-book on drill, with which almost every school has been provided, I know of no reason why school drill should not be taught almost universally. In the Lucknow district at a village school (of which the principal teacher was a Brahman) I witnessed a very good specimen of school drill: and there seems to be no reason why similar proficiency might not be attained elsewhere.

Aided Primary Schools.

77. The following table, prepared in the usual form, gives the annual statistics relating to these schools. This statement does not include those schools which are attached as branches to zila schools and aided by municipal boards :—

Abstract for Primary Schools aided by the Department (native boys).

Class of school.	Number of schools.	On roll on 31st March.			Result of examination.		Expenditure.			
		Details.					Details.			
		In upper primary section.	In lower primary section.	Total.	Passed upper primary standard.	Passed lower primary standard.	Public funds.	Fees.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Vernacular ...	106	322	3,668	3,990	72	276	4,482	1,554	16,075	22,111
English ...	26	272	1,436	1,708	48	86	12,349	4,062	14,507	30,918
Total ...	132	594	5,104	5,698	120	362	16,831	5,616	30,582	53,029

These are mostly poor schools under missionary management. A very large preponderance of students is in the lower primary section; and even of these a considerable number do not go much beyond the alphabet.

78. During the year under report 71 small vernacular schools were examined and aided under the system of payment by results, described in paragraph 57 of the Manual of General Orders of this Department. Almost all these schools are in the Oudh Circle or in the Rohilkhand Division. In these two Divisions they all belong to the Methodist Episcopalian Mission, whose operations have been more active here than in other parts of Upper India. The schools are for the most part of an ephemeral nature, and in the Gonda district I remember a considerable search was once made before a certain school could be found. They are aided at a very slight charge to the State, so much per student per standard. The classification figures given below show that the efforts of the managers are not altogether thrown away; but the success attained in Agra and Allahabad, where the number of schools aided and inspected under these rules is very much smaller, appears to be much greater than in Oudh and Rohilkhand.

Return of Primary Schools, aided, under Department Public Instruction Circular No. 16 of 1886, for the year ending March 1892.

1	2	3							4						5		6
Division.	Number of schools aided.	Classification of scholars at the last examination of the year under section XI.							Number of scholars passed during the year under section X.						Grant earned.		
		VII. A.	VII. B.	VI.	V.	IV.	III.	Total.	VII. A.	VII. B.	VI.	V.	IV.	III.	Section 10.	Section 15.	Total.
															Rs.	Rs.	Rs.
Agra ...	4	80	180	43	20	25	15	363	26	49	15	12	5	5	141	35	176
Oudh ...	20	142	218	63	32	22	12	489	64	57	31	19	7	5	211	196	407
Allahabad ...	2	56	40	34	28	29	16	203	23	32	24	17	13	9	170	...	170
Rohilkhand ...	45	87	1,022	30	20	18	12	1,189	24	47	23	14	10	6	163	...	163
Total ...	71	365	1,460	170	100	94	55	2,244	137	185	93	62	35	25	685	231	916

Private Institutions.

79. The following are the statistics of *private* institutions returned as *advanced* institutions:—

	Number of institutions.		Number of scholars.	
	1892.	1891.	1892.	1891.
Arabic and Persian	1,155	1,152	12,638	12,180
Sanskrit	367	412	4,407	5,183
Other Oriental Classics	40	15	588	562
Total ...	1,562	1,579	17,633	17,925

Of 17,633 scholars 8,848 were Hindus, 8,768 Muhammadans, and 17 of other races; as against 9,777 Hindus, 8,089 Muhammadans, and 59 of other races returned last year. The number of *elementary private* institutions was 2,914 for boys and 47 for girls, with 34,161 boys and 906 girls, against 3,478 schools for boys and 64 for girls, with 40,374 boys and 1,337 girls in the preceding year. The decrease returned is mainly in the four great Divisions of Oudh, Allahabad, Benares, and Rohilkhand. The number of scholars studying the different subjects was as follows:—

Subject.	Scholars.			
	Boys.		Girls.	
	1892.	1891.	1892.	1891.
English	2,059	1,985	...	150
Oriental	8,190	9,963	183	141
Vernacular	24,578	29,422	723	1,154
Total ...	34,827	41,370	906	1,445

SECTION V.—EDUCATION, SPECIAL.

NORMAL SCHOOLS.

80. For the greater part of the year under report there were four normal schools—at Agra, Lucknow, Allahabad, and Bareilly. But in January 1892 the long contemplated measure of abolishing the normal school at Bareilly and selling the building to the college committee for the purpose of an additional boarding-house was at last carried into effect. At that time there were 30 students on the rolls, of whom 25 proceeded to Lucknow and were enrolled in the normal school of that city. Why the remaining 5 students did not go to Lucknow like the rest to complete the full session, the Head Master does not explain. Perhaps students from a remote district like Bijnor —the most western district of the Rohilkhand Division—were deterred by the distance. Two teachers of the Bareilly staff were added to the Lucknow staff, in order to strengthen the teaching power for the increased number of students.

81. The following table, prepared in the usual form, gives the abstract of enrolment and expenditure for the year under report :—

Government Normal Schools for Vernacular Teachers.

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teachers.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.		Rs.	Rs.	
Agra	100	14,181	...	363	14,544	145·4
Lucknow	129	15,764	...	13	15,777	122·3
Allahabad	89	13,559	...	115	13,674	153·6
Bareilly	28	4,020	...	...	4,020	143·6
Total ...	346	47,524	...	491	48,015	138·8

Since the previous year there has been an increase of 32 students in the enrolment, and of Rs. 4,451 in total expenditure : but the incidence of cost per student has been identically the same.

82. On account of the large number and variety of subjects, and the difficulty of some of them individually, the course is made to cover a period of two years. At the end of the first year a general examination is held by the Head Master and staff with a view to seeing whether the students have mastered each subject sufficiently to be fit for promotion. The results of the first year examination held in April last are shown below :—

Results of the first year examinations of the Normal Schools, 1891-92.

Name of school.	Upper grade.			Lower grade.		
	Total number of students.	Number passed for promotion.	Percentage.	Total number of students.	Number passed for promotion.	Percentage.
Agra	21	12	57	21	13	62
Lucknow	14	14	100	68	66	97
Allahabad	14	*14	100	28	23	82
Total ...	49	40	82	117	102	87

* Includes a student who was absent but promoted to 2nd year class.

83. In the final examination, both oral and written, held as late as possible at the close of the annual session, 77 per cent. of the candidates passed in the upper grade and 81 per cent. in the lower. Those who pass in the upper grade are eligible for teachership in the middle section of middle vernacular schools; the rest for teachership in the primary section or in village schools. The results of the last examination are shown below :—

Results of the final examination of Normal Schools.

Class of candidates.		Upper grade.			Lower grade.		
		Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.
Pupil teachers ...	Agra...	24	21	88	33	31	94
	Lucknow	11	7	64	51	33	65
	Allahabad	26	20	77	21	21	100
	Total ...	61	48	79	105	85	81
Private candidates	Lucknow	2	1	50	19	8	42
	Allahabad	8	...	...	109	2	2
	Total ...	10	1	10	128	10	8
	GRAND TOTAL ...	71	49	69	233	95	4

84. Regarding the final examination as held at Agra, the Inspector, Ist Circle, has given the following remarks:—"As the curriculum is still under trial and may be capable of improvement, I directed the teachers to set the examination papers in their own subjects. The Assistant Inspectors were asked to scrutinize the papers at the time of the examination, and where they appeared defective, to modify them by altering the questions. This seemed to me the best way of ascertaining what kind of teaching is given in the school under the new curriculum, and how far the students were profiting by it. I myself was present at the practical examination in physical science, chemistry, and surveying, and at a short examination in drill. The arrangements which had to be made for the carrying out of this examination entailed immense labour on the officiating Head Master, as 71 sets of question papers had to be printed for the four classes. The questions set in physics and chemistry would perhaps be considered difficult for the text-book prescribed. Some time ago, however, Munshi Krishna Sevak Lal reported to me that he found this book too meagre, and I authorized him to supplement it with experiments and explanations, which the students were to take down in their note-books. There was at first a demur on their part to the idea of having to learn anything without a text-book; but the practical examination showed that the plan had answered, as indeed it was bound to do. They performed and explained simple experiments in hydrostatics, electricity, and chemistry successfully, only failing in one instance, *viz.*, bleaching indigo dye with chlorine."

The above account is highly satisfactory as to the improvements that can be and are in fact being made in the method of teaching science at normal schools, and shows that an intelligent interest can be aroused in such a subject when it is intelligently taught. A less satisfactory side to the question, however, becomes conspicuous, when we reflect that these same teachers, trained as they have been on a rational method at the normal school, will be disabled, owing to the want of similar apparatus and appliances, from teaching the same subject on an equally rational plan at the schools to which they will shortly be sent. It was at considerable cost and with great difficulty that a sufficient supply of such appliances was procured for each of the three normal schools about two years ago. The middle schools (tahsíli and pargana) cannot be similarly provided; and hence the science teaching must, I fear, remain to a large extent as mechanical and unprofitable as it has been hitherto. The Chairman of the Etáwah District Board makes some remarks on this subject, which are worth quoting:—"The subject to which I am about to allude is really a departmental one, but at the same time it is one of some general interest. I allude to the introduction of so-called scientific text-books in vernacular schools. In my opinion, this is a mistake, for the following reasons:—(1) Science can only be taught by training the powers of observation and deduction, that is, *experimentally*; (2) the teachers are, as a rule, entirely ignorant of the simplest principles of science, and the consequence is that the boys get up the lessons by rote without any attempt at correlation of the facts contained in them." The difficulty about teachers can be removed in time, since the new men placed under training from year to year have and will have the benefit of the experimental teaching which can now be given them at normal schools. But until scientific appliances and apparatus can be supplied to each vernacular middle school on the same scale as they have been supplied to the normal schools (and this on account of the costliness is impossible, considering how difficult it was to find the means for supplying even three normal schools), it must be confessed that no tangible benefit will be derived from all

that has been lately spent on the science teaching at the normal schools and from the trouble that is taken in training the teachers to an appreciation of scientific methods.

85. In the 2nd or Oudh Circle, the final examination was carried out by Rai Bahádur Lakshmi Sankar Misra, the then Officiating Inspector. His report of the examination is favourable. "All the candidates did well," he writes, "in oral subjects. The multiplicity of subjects renders this examination very hard, and those who pass completely in all the subjects must be considered exceptionally good students."

The report from the Inspector, 3rd Circle, is to a similar effect.

86. Mr. Boutflower, the Inspector, 1st Circle, is not at all satisfied with the state and surroundings of the Agra normal school. He reports that the students have not enough to eat; that the period of study (two years) is too long and too exhaustive; that the buildings are too small for the number of inmates housed in them, and are hence insanitary; that there is no practising school; and that many of the requirements of the curriculum are superfluous, imposing a needless burden on the teachers and students. The following remarks are taken from his annual report:—

"The internal condition of the school is far from satisfactory. The stipends of the students are, I am afraid, in some cases too small to supply their wants. In addition to having to pay for their food, their clothes, and their books, some of them have wives and children more or less dependent on them, and the monthly stipend is under such circumstances inadequate. It is the opinion of the officiating Head Master that some of them do not actually get enough to eat, and this is borne out by the fact that although there has been no serious sickness in the school, ailments of various kinds interfering with work have not been unfrequent.

"Then again the protracted period of study extending over two years, the enormous amount of labour demanded of them under the new curriculum, and the fear of failing at the final examination, add to their troubles. The Assistant Inspectors and the masters of the school have assured me, that were it not for the fear of having all that they possess in the world sold up in order to meet the forfeiture of their engagements with the Government, most of them would run away.

"Another difficulty remains to be mentioned. The Civil Surgeon reports that he considers the accommodation insufficient, and that the number of inmates of each room in the barracks should not be more than five. If this recommendation be acted on, the number of boarders will be reduced to 65, unless the buildings are enlarged. But we cannot afford to reduce the outturn of students, if the vernacular schools of the circle are to be supplied with properly trained teachers; for the Assistant Inspectors estimate that it is already below the number required."

Other remarks follow representing that the normal school cannot do its intended work without a practising school, which at present does not exist; that the practising school, even if it existed, would (as he explains) be of no use at present, since the students, if they spent any time in it, would not have enough time left for getting up all the subjects included in the present curriculum; hence he urges the necessity of excluding altogether from the course such subjects as Roman-Hindustani, Dr. Bonavia's medicines, and algebra, and making several other subjects optional which are now compulsory; and hence lastly he points to the possibility of reducing the period of the lower grade course from two years to one and of raising the value of the stipends. A copy of all these representations has been sent to the Chairman of the Conference of Assistant Inspectors, which has been appointed by me to meet in September next to discuss not only the status of normal schools, but the vernacular work generally in all its branches. As two of the assistants selected to attend the Conference are from Mr. Boutflower's own circle, his views will no doubt be well represented and fully considered. Mr. Boutflower is not alone in thinking that the curriculum should be lightened (although the removal of Roman-Hindustani would be a retrograde step); and Mr. White, the Director of Public Instruction, had decided on the holding of a conference for scrutinizing and amending the normal school curriculum before he left India.

87. I may here remark before closing this subject that the Directors of Public Instruction in this province do not seem to have attached much importance to having practising schools attached to *vernacular* normal schools; and (though it may seem a paradox to say so) I think they were right. The first and main object of vernacular normal schools in this province has been to ensure that every student sent out as a teacher shall be well grounded in all the subjects that he may be required to teach; and this is certainly one of the first objects for which training schools or colleges exist in any part of the world. To turn out men who shall be able to teach the entire village course, sometimes in both forms of the vernacular, on a salary of from Rs. 6 to Rs. 12 a month, is not an easy matter. The same man has often to teach three, four, or even five classes. He has to do this in the best way that he can; and the

results of our village school teaching, however cheap and faulty its method may be, have been anything but nugatory. It is a fact that thousands of village students leave school every year, who can read and write their mother tongue with facility and correctness, work out questions on the commercial rules of arithmetic, and solve elementary problems on the field-book, besides picking up a few rough ideas on history and geography. The important fact to be noticed is not how the result is obtained, but that it *is* obtained. To put a normal school student through a scientific method of training, such as a practising school under a professional trainer is expected to impart, does not seem to be the first thing needed as a preparation for the primitive and less scientific work, which the same man will afterwards have to do as a village teacher.

88. We have no means of raising the pay of village school teachers, except by greatly reducing the number of existing village schools. This does not seem to be advisable, since many schools have been reduced already of late years. In estimating the stipends to be given to students at normal schools, we are debarred from fixing these stipends at a higher rate than the salaries which the same men will afterwards receive on being first sent out as teachers to village schools.

SECTION VI.— THE EDUCATION OF NATIVE GIRLS.

89. Girls' schools come under two classes, those which are maintained, and those which are aided, by public funds. The following table relates to girls' schools of the former class :—

State Primary Vernacular Girls' Schools.

Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar (*b*).
		Upper primary section.	Lower primary section.	Total.	Public funds (*a*).	Fees.	Other sources.	Total.	
					Rs.	Rs.	Rs.	Rs.	
1892 ...	136	152	2,765	2,917	17,035	12	...	17,047	5·8
1891 ...	151	158	3,156	3,314	17,762	12	59	17,833	5·5

(*a*) Including expenditure from Municipal Funds.
(*b*) The incidence per scholar is calculated on the average monthly number of scholars on the rolls.

90. The following extracts convey the views and impressions formed by Commissioners or by Chairmen of District Boards regarding female schools, about which it is difficult (as we must acknowledge) to come to any decided opinion.

The Chairman of the Ballia District Board writes thus :—"There are two girls' schools in this district—one at Ballia and the other at Rasra. The former has 19 pupils and the latter 20 on the rolls against 23 and 12 respectively in the preceding year. I regret that the cause of female education meets with such little support in the district. We can only hope that in course of time the people will become more familiarized with the idea and perceive its advantages."

The Commissioner of the Agra Division writes thus :—"The pay of the female teachers is far too low. This is a common defect all over the provinces. If the department is serious in its wish to promote female education, more money must be provided for the mistresses." The same officer, in reviewing the report for Muttra district, remarks as follows :—"In my opinion, the sums relinquished by the girls' schools should go to primary education. On the other hand, if female medical skill is desired by this country, female education must prepare the way, and the narrowing circle of female education is in that light much to be deplored."

The Chairman of the Mainpuri District Board writes as follows :—"There were five girls' schools under the District Board in the year under report, as in the year previous to it. Of these, two owed their maintenance solely to the Board, and the other three to the Court of Wards aided by the Board. All these schools, with the exception of that at Chilaunsa, are merely schools in name and have shown no signs of activity or improvement. One of these, *viz.*, Midhaoli, has been abolished since the close of the year under report; and the question of abolishing another, *viz.*, Bhadona, is under consideration."

91. In the Rohilkhand Division there were 31 girls' schools in the year under report as against 34 in the previous year. Regarding these the Assistant Inspector (who examined several of them himself) makes the following remarks :—

"The attempts made at educating girls through these schools are somewhat disappointing. This state of things is, in my opinion, due to several causes : (1) to the want of well behaved and efficient mistresses ; (2) to the want of due appreciation on the part of the people ; (3) to the want of proper supervision on the part of the district

inspecting officers; (4) to the want of interest among the members of the District Boards." There is surely a fifth reason to be added to these four, *viz.*, the custom of early marriage. As soon as a girl's mind is beginning to develop (as it generally does if she remains long enough in school) she is taken off and married; and there is an end to her schooling. This is the most disappointing and discouraging fact of all in connection with female education. The same Assistant Inspector reports that in the Shâhjahânpur district he has sometimes seen girls reading in the same class with village school boys; and at one centre he adds rather quaintly that a certain girl "was the sharpest of all the male students of the class."

92. In the 3rd Circle (Allahabad and Benares) there were 12 girls' schools as before, and there has been no change worth mentioning either in the classification or the enrolment. The Assistant Inspector of Allahabad writes in very much the same strain as the Assistant Inspector of Rohilkhand, attributing the want of improvement "to the apathy of parents, the disinclination of the upper classes to send their daughters to a public school, and the absence of well trained female teachers." Out of an enrolment of 111 only 4 are above the two lowest classes. The Benares Inspector writes rather more favourably:—"I am not yet hopeless regarding the success of female education in India, but much cannot be expected for some time to come. The only thing that can lead to success is to teach really useful subjects to girls. The mission girls' schools at Benares and Gorakhpur are doing very fairly, and the Government school at Gola (district Gorakhpur) is in a highly satisfactory state."

93. In the 1st Circle there are altogether 34 girls' schools. In the Agra Division the number of girls' schools fell from 28 to 20, 8 schools having been closed from paucity of attendance and inefficiency of instruction. In the Meerut Division 12 schools were retained out of 13. In the Bundelkhand Division 2 schools were retained out of 3. In none of these Divisions does the Assistant Inspector commit himself to the expression of any opinion as to the prospects of future improvement. In all of these Divisions the tendency so far has been in the direction of closing schools rather than in that of retaining and developing what existed.

94. In the Oudh Circle there are 43 girls' schools, 10 in the Fyzabad, and 33 in the Lucknow Division. In the Fyzabad Division the results of the last annual examinations were, as given in the accompanying table, which shows that some of the girls' schools at least, though not as many as could be wished, are well beyond the alphabet stage:—

Year.	Class V.			Class IV.			Class III.		
	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
1890-91 ...	16	15	8	9	9	5	6	6	3
1891-92 ...	17	15	12	10	10	10	7	7	1

In the Lucknow Division of Oudh out of the 33 schools, 23 are maintained by the District Boards and 10 by the Municipal Board, Lucknow. The examination results of these 33 schools are shown in the accompanying table. There has been some falling off since the year 1890-91; but the Assistant Inspector, who examined many of these schools himself last year, does not consider that the difference is more than accidental. There are no schools in the Oudh Circle which preserve such uniform success as those maintained by the Municipal Board in Lucknow and managed by Miss D'Abreu, the Deputy Inspectress:—

Year.	Class V.			Class IV.			Class III.		
	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
1890-91 ...	54	51	28	33	29	16	21	20	13
1891-92 ...	31	28	17	20	18	10	9	9	6

Secondary Girls' School in Lucknow City.

95. In consequence of the success which has attended the Lucknow girls' schools for some years past, it has been possible to open in Lucknow, and nowhere else, a girls' school teaching up to the Middle Vernacular standard. This has now been in existence for two years. Half the cost is borne by the Municipal Board and half by the Government. The school therefore takes rank as an aided secondary girls'

school. During the year under report the average monthly enrolment was 22, and the average daily attendance 16. Of the 22 girls on the rolls 6 were in the first or highest class. Out of these 6 girls two appeared for the middle examination and both passed, one in the first division with some distinction in language and mathematics, the other in the second division. This is a very creditable result. One special mistress is provided for this middle class; and Miss D'Abreu herself assists largely in its supervision. If such candidates are widows unencumbered with domestic cares and free to earn their own living, here is a source from which, though small at present, efficient mistresses might be provided.

96. The schools for girls under private management fall into two main classes, Vernacular, and English or Anglo-vernacular. All these schools are under missionary management. The statistics for the last two years are shown in the usual form as below:—

Under private management—Aided Schools for native girls.

Class of school.		Number of schools.	Number of scholars.			Expenditure.			
			In secondary stage.	In primary stage.	Total.	From public funds.	From Municipal funds.	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Secondary, English ...	1892 ...	9	123	743	(a)866	10,860	174	23,302	34,336
	1891 ...	8	101	752	853	10,740	...	38,062	48,802
Primary... Vernacular ...	1892 ...	155	...	5,130	(b)5,130	16,926	1,348	42,362	60,636
	1891 ...	156	...	5,352	5,352	16,672	976	35,702	53,350
English ...	1892 ...	8	...	441	(c)441	5,008	...	8,182	13,190
	1891 ...	7	...	451	451	4,872	144	10,537	15,553
Total ...	1892 ...	172	123	6,314	6,437	32,794	1,522	73,846	1,08,162
	1891 ...	171	101	6,555	6,656	32,284	1,120	84,301	1,17,705

(a) Except 16 all these girls are returned as Christians.
(b) Of these 682 girls " " "
(c) Except 72 all these girls " " "

The Vernacular schools are much the same in character as those maintained by the District or Municipal Boards, on which I have already reported. The English or Anglo-vernacular schools are on a very different footing. Almost all the girls attending these schools are native Christians, with whom are sometimes associated East Indian girls of the poorest class and occasionally Parsi girls. These schools are becoming more and more important; and from what I have myself seen of those at Gonda, Sitapur, Fyzabad, and Lucknow, they appear to contain the germ of much future promise. There are several promising schools of the same description in the larger towns or cities of Rohilkhand. Four things are needed to promote the progress of these schools (1) a grant-in-aid code similar to that for boys; (2) a public middle examination, rather less exacting than that for boys; (3) a scholarship system, and (4) an Inspectress. The best students from these schools might be induced to undergo a medical training for the Lady Dufferin hospitals.

97. Among all the Anglo-vernacular girls' schools with which I am acquainted I know of none which equals the Lal Bagh Girls' School in Lucknow, under the superintendence of Miss Thoburn. This school has adopted the zila school curriculum in its entirety, and sends up candidates for matriculation. More recently it has formed an Intermediate department in affiliation with the University of Allahabad. Both in this school and in the Anglo-vernacular schools referred to in the previous paragraph the majority of the students are boarders: hence the attendance is more regular, the training better, and the tuition more systematic.

Section VII.—THE EDUCATION OF SPECIAL CLASSES.

Schools under the Code of Regulations for European Schools.

98. There is a special code of standards, with special grant-in-aid rules, for schools attended by the children of Europeans and East Indians. For these schools there is no fixed academic year as there is for native schools. The year is reckoned as

the 12 months preceding the last annual inspection made by the Government Inspector. The statistics given below and throughout this section relate to the past year as thus defined :—

Attendance at the European Schools.

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1892.	1891.	1892.	1891.	1892.	1891.	1892.	1891.	1892.	1891.
Boys ...	92	69	365	346	649	598	223	200	1,329	1,213
Girls ...	51	39	337	346	409	462	145	159	942	1,006
Total ...	143	108	702	692	1,058	1,060	368	359	2,271	2,219

99. The total increase of students amounts to 52, most of which increase has occurred in the high section. The number of students attending hill schools, as compared with those attending schools in the plains, has varied very slightly within the last two years, as will be seen from the figures given below :—

	Boys.		Girls.	
	1892.	1891.	1892.	1891.
In the hills	590	527	320	313
„ plains	516	486	477	534
Total ...	1,106	1,013	797	847

N.B.—Infants are excluded from the above abstract.

100. The Government expenditure in these schools, disbursed in the form of grants earned or given under the code, is shown in the following table :—

Government expenditure on European schools.

Class of schools.	Number of schools.	Grant earned under the code.	Grants under article 28 of the code (final standard examination) and article 53.	Payments for school fees and boarding charges of indigent children.	Total.
Boys.		Rs.	Rs.	Rs.	Rs.
High ... 1892 ...	8	23,679	3,891	885	28,455
... 1891 ...	8	23,510	3,685	825	28,020
Middle ... 1892 ...	6	6,680	...	657	7,337
... 1891 ...	6	8,444	...	765	9,209
Primary ... 1892 ...	7	7,481	...	1,657	9,138
... 1891 ...	7	6,505	...	790	7,295
Total ... 1892 ...	21	37,840	3,891	3,199	44,930
... 1891 ...	21	38,459	3,685	2,380	44,524
Girls.					
High ... 1892 ...	8	25,744	3,365	692	29,801
... 1891 ...	5	15,975	2,610	465	19,050
Middle ... 1892 ...	4	7,828	...	58	7,886
... 1891 ...	6	14,980	1,505	203	16,688
Primary ... 1892 ...	2	1,061	...	...	1,061
... 1891 ...	2	1,724	...	...	1,724
Total ... 1892 ...	14	34,633	3,365	750	38,748
... 1891 ...	13	32,679	4,115	668	37,462
GRAND TOTAL ... 1892 ...	35	72,473	7,256	3,949	83,678
... 1891 ...	34	71,138	7,800	3,048	81,986

The total expenditure, as will be seen from the above, falls under three main headings—grants earned under the code and awarded on the results of the Inspector's oral examination, grants earned under the code for the public written examination in the final standard, and money given in charity by the State as a contribution towards

the school fees and boarding charges of indigent children. Under the first heading the expenditure has increased by Rs. 1,335; under the second heading it has decreased by Rs. 544, and under the third heading it has increased by Rs. 901. That such an expenditure as the last (which in the year under report amounted to nearly Rs. 4,000) should be needed at all, shows to what a depressed condition the Europeans or East Indians of this country have in many cases fallen. The figure (Rs. 4,000) shows only what is contributed by the State towards the maintenance and education of children of the indigent class; but large sums are given in addition by charitable societies. It was to prevent, if possible, the growth of such a class that the Indian code was drawn up.

101. The incidence of cost per scholar in average attendance is shown below :—

	Boys.		Girls.	
	1892.	1891.	1892.	1891.
	Rs.	Rs.	Rs.	Rs.
High schools	37	40	45	42
Middle „	29	31	32	40
Primary „	31	27	27	26
Total ...	34	35	41	40

102. Once a year, and as far as possible on a fixed date that is renewed periodically from year to year, these schools undergo an examination *in situ* by the Inspector appointed for the purpose. Every class, except that in preparation for the 8th or final standard, is examined in all subjects of the standard under which it is enrolled, in some subjects orally and in others on paper. At the commencement of the year 1891 the total number of European schools so examined was 39; but by the close of the year this number fell to 29, a decrease of 10. All grants were withdrawn from railway schools on the result of a correspondence between the Local and Supreme Governments. This affected 5 East Indian Railway schools—at Mughal Sarai, Cawnpore, Tundla, Aligarh, and Ghaziabad, and 2 North-Western Railway schools—at Saharánpur and Mussoorie respectively. The grant to St. John's School at Meerut ceased, because the school itself had dwindled away almost to nothing. The grant to the Fatehgarh Station School was withdrawn, as any claim to aid which the school might have had was believed to be on the side of the Military Department rather than on the Civil Government of this province. The grant to the Diocesan Boys' School at Cawnpore ceased on account of the school being closed, and the school was closed on account of an insufficiency of local support. "Even with the aid that it received," as Mr. Dodd, the Inspector, reports, "the school never paid its way: and as parents now prefer sending their children to schools in the hills, the wisdom of ever starting a school at Cawnpore was more than doubtful, the more so as the Memorial School in Cawnpore had previously received a fair trial and had to be given up." The seven railway schools still continue to exist; but though the grants have been withdrawn, it is not improbable that they will seek to come again under inspection as Unaided schools. Three of them have applied for this already.

103. Besides the annual inspections held orally or in writing by the Inspector *in situ*, there are now three general examinations simultaneously held at certain fixed centres, in which candidates from these schools are collected for the purpose :—

(1) The final or high standard of the code.

(2) The middle scholarship examination.

(3) The primary scholarship examination.

For these examinations Mr. Wright, the Principal of the Government College, Benares, has all along been Registrar; from his report I quote the following remarks :—"The final examination was first organized in 1887, and the scholarship examinations were added in 1889. Whilst adhering to the general outlines and conditions of the code, each standard has been much modified, altered, and improved, as experience suggested from time to time. The examinations of 1891 form the last of the series. Each examination is conducted by a separate board of examiners, and the examiners are chosen from the same class of professors and masters as the entrance examiners of the University of Allahabad.

"The final examination is a standard of marks only, and the results are arranged in two divisions. In order to pass, candidates must obtain a minimum of 40 per cent. of the aggregate *number of marks* allotted to the compulsory subjects, quite irrespectively of the number of such subjects in which they have passed or failed, provided the number of compulsory subjects in which a candidate has passed is not less than three. All who pass by this standard receive a certificate, and this certificate, with certain provisions, is accepted by the University of Allahabad in lieu of the Entrance certificate under Regulation 8."

104. The following tables furnished by the Registrar show the results of the final examination for each school during the last two years:—

Final Standard Examinations of European Schools, 1891 *and* 1890.

	Name of school.	1891.		1890.	
		Candidates.	Passed.	Candidates.	Passed.
For Boys...	St. George's College, Mussoorie	20	6	25	14
	St. Fidelis' School, „	12	2	4	2
	Boys' Diocesan School, Naini Tal	5	1	9	6
	Boys' Oak Openings, „	3	...	3	2
	St. Joseph's Seminary, „	6	3	4	1
	St. Peter's College, Agra	2	1	...	...
	Boys' High School, Allahabad	8	3	8	4
	European School, Katra, „	...	...	1	...
	Private candidate	1	...	...	...
For Girls...	Caineville School, Mussoorie	2	1	...	...
	Girls' High School, Allahabad	5	1	13	6
	Girls' Boarding School, Cawnpore	...	...	3	2
	Girls' Wellesley School, Naini Tal	6	2	6	5
	Girls' Diocesan, „	5	5	7	7
	St. Mary's Convent, „	4	1	1	1
	La Martinière Girls' School, Lucknow ...	5	5	...	...
	St. Mary's Convent, Allahabad	1	1	...	...
	Total ...	85	32	84	50

Final Standard Examination of European Schools, 1891.

	School.	Compulsory subjects.							Optional subjects.															
			Passed.						Drawing.				Elementary physics.		Chemistry.		History of India and England.		Music.		Mathematics.		Botany.	
									Geometrical.		Freehand.													
		Candidates.	English.	French, Urdu, or Latin.	Arithmetic and book-keeping.	Mathematics.	History.	Political economy and geography.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
For Boys.	St. George's College, Mussoorie ...	20	11	17	15	12	...	14	11	...	11	...	6	3	1	...	16	11	...	...	.	..	...	...
	St. Fidelis' School, „ ...	12	4	1	11	5	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Boys' Diocesan School, Naini Tal ...	5	2	3	5	2	...	4	...	...	...	...	...	.	...	...	4	4	...	...	...	...	...	...
	Boys' School Oak Openings, „ ...	3	1	2	2	2	...	2	...	...	...	...	3	1	..	..	...	...	...	...	...	...	...	...
	St. Joseph's Seminary, „ ...	6	3	4	5	4	...	4	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
	St. Peter's College, Agra	2	1	2	2	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Boys' High School, Allahabad ...	8	6	6	5	5	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Private candidate	1	...	...	...	....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls.	Girls' High School, Allahabad ...	5	3	2	5	...	5	3	...	...	...	...	...	...	..	..	...	...	1	1	1	1	...	...
	Girls' Wellesley School, Naini Tal ...	6	5	3	2	...	*6	1	3	...	3	3	...	...	.	...	...	...	2	2	3	1	5	3
	Girls' Diocesan School, „ ...	5	5	5	5	...	5	5	5	...	5	1	...	...	...	...	...	...	5	3	5	5	...	...
	St. Mary's School, „ ...	4	1	3	2	...	3	1	...	...	...	...	...	...	...	...	...	...	...	...	2	1	...	...
	Caineville School, Mussoorie ...	2	2	2	2	...	2	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
	La Martinière Girls' School, Lucknow ...	5	5	2	5	...	5	5	1	...	1	1	...	...	...	...	...	...	4	3	...	...	...	...
	St. Mary's Convent, Allahabad ...	1	...	1	1	...	1	1	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
	Total ...	85	49	53	67	32	27	53	20	...	20	5	9	4	1	...	21	15	13	9	11	8	5	3

"From the above tables it will be seen," as Mr. Wright reports, "that the number of candidates is practically the same as in 1890, whilst the ratio of success is considerably lower. The girls, as usual, beat the boys all along the line, a result still more apparent in the tables that were published in the Government Gazette. The Girls' Diocesan School in Naini Tal for the third year in succession passes all its candidates, and La Martinière Girls' School, Lucknow, (which this year competed for the first time) also highly distinguished itself. None of the other schools came out of the examination with much credit. The falling off in the Boys' Diocesan School, Naini Tal, is most

conspicuous. With regard to compulsory subjects, the failures are pretty equally distributed, except in Urdu, which was an unusually disastrous subject, St. Fidelis' School, Mussoorie, having almost completely failed. The boys of St. George's College, Mussoorie, did very well in Latin. The girls, as usual, mostly do well in arithmetic. About the same number of optional subjects was taken up as last year, with about the same proportion of success. Geometrical drawing was again a complete failure, not one of the 20 candidates being successful. With regard to Perspective, Colonel Brown, the Principal of the Roorkee College, the examiner, writes:—'Evidently no instruction given, and it is only waste of time for the examiner and students, if the latter are allowed to take up a paper: they know little or nothing about it.' The stricture is not too severe, but the results of previous examinations seem to show that the standard set in Perspective is too high for the capacity of the average student, and girls this year did not even attempt it. No such excuse, however, can be made for the failure of the boys of St. George's College, Mussoorie, in model."

105. One great reason, and perhaps the only reason, for the unsatisfactory teaching of drawing at the European schools is that none of the Inspectors who have been appointed in different years to inspect and examine the European schools knows anything about the subject: hence the subject has not been properly watched. There is a strong opinion, too, that candidates should be allowed to take up *one* branch of drawing (freehand, geometrical, or perspective), and should not be forced to take up all three at once. Geometrical drawing is all that is required for Roorkee.

106. "For the middle scholarship examination, 27 candidates appeared in 1891, as against 13 in 1890, an increase of more than double. Of all the 27 candidates only two failed to pass the examination for the certificate. Seven candidates passed in the first division, and six of these were girls. The age clause in paragraph 104 of the code shuts out most of these successful candidates from the scholarship list, but this year five scholarships were obtained. High marks were obtained by many of the candidates in several of the subjects. Drawing was again a success, though the examiner was not satisfied with the specimen of geometrical drawing, excepting in the case of the Wellesley Girls' School and the Priory Boys' School, both in Naini Tal. None of the candidates this year attempted the optional subject 'science.'" (Extract from Mr. Wright's report.)

107. "For the primary scholarship examination 28 candidates appeared as against 20 in 1890 and 5 in 1889. Twelve out of the 28 passed the examination, 6 obtaining scholarships under article 107(*b*) of the code. The first division, consisting of 6 candidates, is headed by two boys from the Colvin Free School, Allahabad, both of whom passed an excellent examination, obtaining very high marks. All the candidates from this institution were successful." (Extract from Mr. Wright's report.)

108. The University Entrance Examination is not recognised in the Indian Code, and no grants are allowed for passing it. Nevertheless some schools pay more attention to the Entrance Examination of the University than to the final examination of the Code, owing (as I hear) to the frequent changes that have been made at different times in details and rules relating to the examination last named. The Boys' High School, Allahabad, under the very efficient management of its Head Master (Mr. A. B. McFarlane), is one which for the reason stated has preferred the Entrance Examination, but not without incurring a serious loss of grant, which the school can ill afford. Two of the girls' schools (the Diocesan and the Wellesley School, both at Naini Tal) are in the habit of sending up candidates for both examinations.

The following table shows the results of the Entrance Examination in 1892:—

	Presented.	Passed.
Cantonment School, Agra	1	...
St. Peter's College, Agra	3	2
Diocesan Boys' School, Cawnpore	2	...
„ Naini Tal	2	1
Diocesan Girls' School, „	6	5
Boys' High School, Allahabad	7	5
St. George's College, Mussoorie	1	...
Wellesley Girls' School, Naini Tal	3	3
Total ...	25	16

Perhaps when the Code is revised next year, the question as to whether the University Entrance should not be accepted as entitling to a grant might be re-opened: for this examination is now of a much more practical character than it was when the Code was first drawn up, and new subjects like drawing, elementary science, and Urdu are being introduced. The English course, too, has been made much more practical than it was, when the University was first started. It is hoped, too, that when the Code has once been revised under the authority of the Government of India, no change of any kind, except in petty matters of detail, will be necessary for the next five years at least.

EDUCATION OF MUHAMMADANS.

109. The number of institutions chiefly, and in some instances solely, attended by Muhammadan students is shown in the following abstract :—

Institutions wholly or mainly intended for Muhammadans during 1891-92.

Class of institution.	Division.	Name of institution.	Number of institution.	Number of scholars on the rolls on 31st March 1892.	
				Total.	Muhammadans.
Colleges ...	Meerut ...	Muhammadan Anglo-Oriental College, Aligarh.	1	*102	80
Secondary ...	„ ...	Muhammadan Anglo-Oriental Collegiate School, Aligarh.	1	214	176
	Oudh ...	Madrassa Alia Islamia, Lucknow ...	1	159	111
	„ ...	Husainabad School, „ ...	1	111	63
	„ ...	F. Q. Anglo-Vernacular School, Nanpara (Bahraich).	1	80	62
	Benares ...	Chashma-i-Rahmat School, Gházipur (Oriental Department).	1	174	149
	Rohilkhand ...	Tajul Madaris, Amroha	1	81	75
	Kumaun ...	Persian School, Almora	1	51	42
		Total, Secondary ...	7	870	678
Primary ...	Agra ...	Islamia English School, Etáwah ...	1	38	32
	„ ...	Two girls' schools, Mainpuri ...	1	32	32
		Total, Primary ...	2	70	64
Indigenous ...	Meerut ...	...	581	6,364	6,364
	Agra ...	...	21	223	223
	Bundelkhand ...	...	6	59	59
	Oudh ...	...	695	5,030	4,343
	Allahabad ...	...	91	1,291	1,265
	Benares ...	...	134	1,033	1,033
	Rohilkhand ...	...	260	4,041	3,686
	Kumaun ...	...	2	42	42
		Total, Indigenous ...	1,790	18,083	17,015
		GRAND TOTAL ...	1,800	19,125	17,837

* Excluding 66 scholars (33 Muhammadans) of the Law Department of the College.

As compared with the similar statement shown in the previous report, there has been a decrease of 14 in the number of institutions and a rise of 684 in the number of students. Besides the above, 22 girls attending the secondary schools under public management, referred to in paragraph 95 above, were Muhammadans. Of the primary vernacular schools for girls under the management of missionaries there are 13 schools in Oudh and 11 in Rohilkhand, which have been returned as wholly or mainly attended by Muhammadan girls. At the close of the year on the rolls of the latter there were 394 girls, all Muhammadans, and out of 887 girls on the rolls of the former, 619 were Muhammandans.

SECTION VIII.—RECOMMENDATIONS OF THE EDUCATION COMMITTEE.

110. Physical education has been extended as far as possible to middle vernacular schools, and to some extent to village schools; in making appointments to zila schools the claims of men employed in aided schools have been favourably considered; a supplement to the departmental Manual of General Orders has been printed; in the Muir Central College the fees of students attending the B.A. and M.A. classes have been raised; the duties of Inspectors and Deputy Inspectors have been more clearly defined; steps were taken towards the close of the year under report for the opening of a school for the sons of talúkdárs in Lucknow, and for the teaching of science and drawing in certain selected zila schools; but a full account of these last measures must be reserved for the next report.

ALLAHABAD:
The 25th August 1892.

J. C. NESFIELD, M.A.,
Offg. Director of Public Instruction,
North-Western Provinces and Oudh.

GENERAL TABLES Nos. I—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1891-92.

(For details see General Table III.)

Area and population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of—	Remarks.
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total area in square miles.	Number of towns and villages.	Population.*		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
106,111	Towns, 297 Villages, 105,124 Total 105,421	Males, 24,303,601 Females, 22,601,484 Total ... 46,905,085	Institutions. For males	15	8	472	4,185	5	54	4,739	1,562	4,094	10,395	Institutions to number of towns and villages. 9·86	
			Institutions. For females	...	...	22	314	1	2	339	...	128	467	Institutions to number of towns and villages. ·44	
			Institutions. Total ...	15	8	494	4,499	6	56	5,078	1,562	4,222	10,862	10·30	
			Scholars. Males ...	1,800	792	52,051	147,814	356	3,627	206,440	17,633	45,684	2,69,757	Male scholars to male population of school-going age. 7·40	
			Scholars. Females ...	...	...	1,806	9,002	2	128	10,938	...	1,875	12,813	Female scholars to female population of school-going age. ·38	
			Scholars. Total ...	1,800	792	53,857	156,816	358	3,755	217,378	17,633	47,559	282,570	4·02	

* Census of 1891.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1891-92.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males ...	2,55,591	1,66,628	9,94,238	6,24,065	50,573	58,353	21,49,448	30,132	41,266	2,52,399	94,591	3,13,622	31,551	1,05,113	8,68,674	33,53,376	
For females ...	...	...	2,32,622	1,02,134	18	480	3,35,254										
Total ...	2,55,591	1,66,623	12,26,860	7,26,199	50,591	58,833	24,84,702	30,132	41,266	2,52,399	94,591	3,13,622	31,551	1,05,113	8,68,674	33,53,376	
2. (*a*)—Percentages of Provincial Expenditure in columns 2—17 to Total Provincial Expenditure on Public Instruction.	20·0	26·1	21·0	3·1	...	3·9	74·1	...	7·5	...	4·7	11·1	·2	2·4	25·9	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·3	...	24·9	37·7	3·3	1·1	67·3	...	...	17·5	1·9	11·0	·9	1·4	32·7	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	5·8	·6	51·2	31·4	...	·3	89·3	...	...	...	6·7	2·8	·9	·3	10·7	100	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	7·6	36·6	4·9	21·7	1·5	1·8	74·1	·9	1·2	7·5	2·8	9·4	1·0	3·1	25·9	100	

GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1891-92—(continued).

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1	2	3	4	5	6	7	8	9
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
3. Average annual cost of educating each pupil in—								
Government Institutions ... { Cost to Provincial Revenues	75 5 6	370 1 8	0 11 9	...	...	9 1 7	17 6 0	
{ Cost to Local and Municipal Funds ...	3 4 5	...	20 13 7	5 5 7	137 5 8	4 10 7	16 12 9	
Total Cost ...	**104 11 8**	**401 1 0**	**36 2 4**	**8 14 9**	**138 12 4**	**20 7 0**	**46 8 6**	
Local Fund Schools ... { Cost to Provincial Revenues	...	...	...	...	...	...	...	
{ Cost to Local Funds	...	...	5 1 10	3 12 7	...	...	4 0 2	
Total Cost ...	...	...	**6 11 11**	**3 15 11**	**4 8 0**	...	**4 7 4**	
Municipal Schools ... { Cost to Provincial Revenues	...	...	...	...	...	...	...	
{ Cost to Municipal Funds ...	....	...	11 7 2	5 11 5	...	...	7 0 4	
Total Cost ...	...	...	**19 3 2**	**7 6 0**	...	...	**10 1 2**	
Aided Institutions ... { Cost to Provincial Revenues	56 5 8	12 2 8	7 3 10	1 6 3	...	0 6 4	5 14 0	
{ Cost to Local and Municipal Funds ...	9 6 3	2 3 1	6 9 10	3 0 1	27 4 4	5 0 2	5 2 1	
Total Cost ...	**177 15 11**	**43 5 5**	**46 15 8**	**12 3 5**	**116 4 4**	**10 0 7**	**34 12 5**	
Unaided Institutions ... ... **Total Cost** ...	**224 15 9**	**32 5 11**	**35 2 11**	**5 12 6**	...	**15 10 1**	**30 6 0**	
All Institutions ... { Cost to Provincial Revenues	61 11 3	191 8 10	2 3 5	0 1 9	...	6 5 3	1 14 11	
{ Cost to Local and Municipal Funds ...	5 7 9	0 13 0	7 15 2	3 12 8	129 5 10	4 10 6	5 0 11	
Total Cost ...	**143 13 4**	**222 12 3**	**23 10 10**	**4 12 6**	**136 0 0**	**17 4 3**	**11 13 4**	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1891-92.

Class of Institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	3	498	508	449	...	...	...	...
University Education. — Oriental	2	421	411	363	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
University Education. — Law	2	189	198	144	...	...	...	...
University Education. — Engineering	1	180	180	179	...	...	...	...
Total	**8**	**1,288**	**1,297**	**1,135**	...	...	...	...
Secondary Schools.								
School Education, General. — For Boys — High Schools	34	6,857	6,863	5,576	1	92	99	68
School Education, General. — For Boys — Middle Schools. English	6	601	570	445	10	594	577	474
School Education, General. — For Boys — Middle Schools. Vernacular	...	...	...	...	323	29,211	27,164	21,803
School Education, General. — For Girls — High Schools	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools. English	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools. Vernacular	...	...	...	...	1	22	22	16
Total	**40**	**7,458**	**7,433**	**6,021**	**335**	**29,919**	**27,862**	**22,361**
Primary Schools.								
School Education, General. — For Boys	35	2,355	2,167	1,782	3,989	138,421	133,566	104,395
School Education, General. — For Girls	...	...	...	...	136	2,917	2,930	2,276
Total	**35**	**2,355**	**2,167**	**1,782**	**4,125**	**141,338**	**136,496**	**106,671**
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters	4	334	346	328	...	...	...	...
School Education, Special. — Ditto for Mistresses	...	...	...	...	1	2	4	3
School Education, Special. — Medical Schools	2	212	220	209	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools	45	2,410	2,106	1,312	...	...	...	...
Total	**51**	**2,956**	**2,672**	**1,849**	**1**	**2**	**4**	**3**
Total of Colleges and Schools of Public Instruction.	**134**	**14,057**	**13,569**	**10,787**	**4,461**	**171,259**	**164,362**	**129,035**

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-*

Class of Institutions.	Public Institutions—(*continued*). Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public Institutions.	Grand total of Scholars on the 31st of March.
	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
University Education. — English	4	659	653	582	5	154	141	125	12	1,311
University Education. — Oriental	1	68	64	50	...	...	...	...	3	489
Colleges or Departments of Colleges for Professional Training.										
University Education. — Law	3	319	278	208	2	104	92	82	7	612
University Education. — Engineering	...	...	...	...	...	...	...	...	1	180
Total	8	1,046	995	840	7	258	233	207	23	2,592
Secondary Schools.										
School Education, General. — For Boys. — High Schools	41	8,309	8,319	6,742	4	761	780	615	80	16,019
School Education, General. — For Boys. — Middle Schools. English	39	4,294	4,238	3,347	4	401	424	337	59	5,890
School Education, General. — For Boys. — Middle Schools. Vernacular	7	661	678	503	3	218	214	171	333	30,090
School Education, General. — For Girls. — High Schools	12	1,106	1,167	1,018	...	...	...	...	12	1,106
School Education, General. — For Girls. — Middle Schools. English	9	730	706	651	...	...	...	...	9	730
School Education, General. — For Girls. — Middle Schools. Vernacular	...	...	...	...	...	...	...	...	1	22
Total	108	15,100	15,108	12,261	11	1,380	1,418	1,123	494	53,857
Primary Schools.										
For Boys	135	5,893	6,144	4,470	26	1,045	993	741	4,185	147,714
For Girls	167	5,832	5,666	4,444	11	353	361	250	314	9,102
Total	302	11,725	11,810	8,914	37	1,398	1,354	991	4,499	156,816
Schools for Special Instruction.										
School Education, Special. — Training Schools for Masters	1	22	22	21	...	...	...	...	5	356
School Education, Special. — Ditto for Mistresses.	...	...	...	...	...	...	...	...	1	2
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...	2	212
School Education, Special. — Industrial Schools	3	148	147	137	...	...	...	...	3	148
School Education, Special. — Other Schools	5	906	857	677	1	79	78	52	51	3,395
Total	9	1,076	1,026	835	1	79	78	52	62	4,113
Total of Colleges and Schools of Public Instruction.	427	28,947	28,939	22,850	56	3,115	3,083	2,373	5,078	217,378
Private Institutions — 1. Advanced teaching — (*a*) Arabic or Persian									1,155	12,638
(*b*) Sanskrit									367	4,407
(*c*) Any other oriental classic									40	588
2. Elementary, teaching a vernacular only or mainly — For Boys									2,914	34,161
2. Elementary, teaching a vernacular only or mainly — For Girls									47	906
3. Elementary, teaching the Koran — For Boys									1,180	11,765
3. Elementary, teaching the Koran — For Girls									81	727
Total									5,784	65,192
GRAND TOTAL									10,862	282,570

TABLE III—(*continued*).

Western Provinces and Oudh for the official year 1891-92.

Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,301	1,067	8	28	26	1,001	249	7	...	...	
36	478	11	...	...	442	47	...	...	...	
612	...	...	4	5	494	109	...	...	...	
180	...	...	69	1	79	31	...	...	...	
2,129	1,545	19	101	32	2,016	436	7	...	...	
15,969	11,778	4,156	993	495	11,440	3,071	20	22	...	
5,745	3,109	2,855	167	173	4,285	1,264	1	6	...	
30	590	29,758	...	45	22,620	7,425	...	...	...	
1,042	263	612	799	286	7	...	14	...	37	
520	28	579	228	496	6	...	...	...	43	
...	22	...	...	...	...	22	...	...	...	
23,306	15,790	37,960	2,187	1,495	38,358	11,782	35	28	80	
5,118	1,487	148,182	137	2,006	126,120	19,378	73	217	...	
787	226	9,243	276	1,070	5,304	2,339	113	...	317	
5,905	1,713	157,425	413	3,076	131,424	21,717	186	217	317	
...	241	812	...	22	273	61	...	...	...	
...	...	2	...	...	2	...	...	...	...	
...	...	212	...	44	97	71	...	...	...	
7	...	157	...	148	...	...	...	...	...	
61	645	2,769	...	...	2,929	463	3	...	...	
68	886	3,952	...	214	3,301	595	3	...	...	
31,408	19,934	199,356	2,701	4,817	175,099	34,530	231	245	397	
...	12,638	...	...	...	3,952	8,683	3	...	...	
...	4,407	...	...	...	4,398	7	2	...	...	
...	588	...	...	...	498	78	12	...	...	
2,059	8,190	24,578	14	391	25,174	8,514	68	140	...	
...	183	723	...	63	484	323	36	...	...	
...	11,765	...	...	...	214	11,551	...	102	...	
...	727	...	...	...	...	727	...	...	...	
2,059	38,498	25301	14	454	34,720	29,883	121	242	...	
33,467	58,432	224,657	2,715	5,271	209,819	64,413	352	487	397	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. — English	54,976	2,910	100	21,826	...	1,575	81,387
UNIVERSITY EDUCATION. — Oriental	14,266	...	...	...	...	594	14,860
Colleges or Departments of Colleges for Professional Training.							
UNIVERSITY EDUCATION. — Law	...	...	...	7,863	...	...	7,863
UNIVERSITY EDUCATION. — Engineering	1,39,899	...	...	...	...	3,840	1,43,739
Total	2,09,141	2,910	100	29,689	...	6,009	2,47,849
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. — For Boys... High Schools	5,474	1,30,616	10,737	96,997	579	4,756	2,49,159
SCHOOL EDUCATION, GENERAL. — For Boys... Middle Schools English	...	11,895	1,736	4,945	59	875	19,510
SCHOOL EDUCATION, GENERAL. — For Boys... Middle Schools Vernacular	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... High Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... Middle Schools English	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... Middle Schools Vernacular	...	...	...	...	...	...	...
Total	5,474	1,42,511	12,473	1,01,942	638	5,631	2,68,669
Primary Schools.							
SCHOOL EDUCATION, GENERAL. — For Boys	...	5,406	6,188	7,276	120	346	19,336
SCHOOL EDUCATION, GENERAL. — For Girls	...	...	...	...	...	...	...
Total	...	5,406	6,188	7,276	120	346	19,336
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	...	47,524	...	...	...	491	48,015
SCHOOL EDUCATION, SPECIAL. — Ditto for Mistresses	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools	21,162	...	...	...	2,964	...	24,126
SCHOOL EDUCATION, SPECIAL. — Industrial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools	...	10,839	...	11,718	...	854	23,411
Total	21,162	58,363	...	11,718	2,964	1,345	95,552
Buildings	41,822	42,491	1,571	674	...	...	86,558
Furniture and Apparatus (Special grants only)	819	1,165	42	672	...	200	2,898
Total	42,641	43,656	1,613	1,346	...	200	89,456
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction	2,78,418	2,52,846	20,374	1,51,971	3,722	13,531	7,20,862

TABLE IV.

North-Western Provinces and Oudh for the official year 1891-92.

Institutions.						
Management.						
Managed by Local Fund and Municipal Boards.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	..	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,400	720	1,230	124	342	4,816
...	1,452	7,070	1,477	777	240	11,016
...	1,37,365	6,819	36,680	180	442	1,81,486
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	480	741	...	...	...	1,221
...	1,41,697	15,350	39,387	1,081	1 024	1,98,539
300	4,93,934	17,871	24,050	1,473	96	5,37,724
...	13,422	3,613	12	...	...	17,047
300	5,07,356	21,484	24,062	1,473	96	5,54,771
...	...	...	...	...	...	...
...	...	...	18	...	...	18
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	18	...	...	18
...	1,14,298	1,121	2,114	440	...	1,17,973
...	11,789	725	5,625	...	...	18,139
...	1,26,087	1,846	7,739	440	...	1,36,112
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
300	7,75,140	38,680	71,206	2,994	1,120	8,89,440

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	38,126	912	5,820	19,852	1,983	55,327	1,22,020
UNIVERSITY EDUCATION. Oriental	2,281	...	...	28	...	3,292	5,601
Colleges or Departments of Colleges for Professional Training.							
UNIVERSITY EDUCATION. Law	3,382	...	609	4,975	87	2,995	12,048
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...
Total	43,789	912	6,429	24,855.	2,070	61,614	1,39,669
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	61,136	47,704	15,181	1,68,323	15,053	79,948	3,87,345
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools — English	8,220	18,726	7,588	30,602	7,644	12,929	85,709
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools — Vernacular	...	2,080	336	946	1,036	907	5,305
SCHOOL EDUCATION, GENERAL. For Girls — High Schools	33,157	2,760	810	1,24,947	2,493	35,488	1,99,655
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools — English	6,837	4,600	144	7,642	725	11,798	31,746
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	1,09,350	75,870	24,059	3,32,460	26,951	1,41,070	7,09,760
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	6,412	14,013	2,340	6,288	11,335	20,718	61,106
SCHOOL EDUCATION, GENERAL. For Girls	10,021	17,374	1,786	4,774	19,828	29,373	83,156
Total	16,433	31,387	4,126	11,062	31,163	50,091	1,44,262
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	600	...	...	...	1,958	2,558
SCHOOL EDUCATION, SPECIAL. Ditto for Mistresses	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	1,560	...	..	280	1,932	3,772
SCHOOL EDUCATION, SPECIAL. Other Schools	400	3,200	270	1,059	1,366	10	6,305
Total	400	5,360	270	1,059	1,646	3,900	12,635
Buildings	19,000	917	192	14,818	41,823	18,142	94,892
Furniture and Apparatus (Special grants only)	...	75	110	1,105	919	6,304	8,513
Total	19,000	992	302	15,923	42,742	24,446	1,03,405
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction	1,88 972	1,14,521	35,186	3,85,359	1,04,572	2,81,121	11,09,731

TABLE IV—(*continued*).

North-Western Provinces and Oudh for the official year 1891-92.

Institutions—(*continued*).				Total expenditure from—					Grand Total.
Management.									
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
4,322	14,665	12,736	31,723	93,102	3,822	5,920	46,000	86,286	2,35,130
...	...	...	...	16,547	...	...	28	3,886	20,461
2,065	...	913	2,978	3,382	...	609	14,903	3,995	22,889
...	...	...	...	1,39,899	...	...	...	3,840	1,43,739
6,387	**14,665**	**13,649**	**34,701**	**2,52,930**	**3,822**	**6,529**	**60,931**	**98,007**	**4,22,219**
12,079	...	29,400	41,479	66,610	1,80,720	26,638	2,78,629	1,30,202	6,82,799
1,148	765	4,996	6,909	8,220	32,073	16,394	38,172	28,285	1,23,144
161	1,061	282	1,504	...	1,39,445	7,155	37,787	3,908	1,88,295
...	...	...	...	33,157	2,760	810	1,24,947	37,981	1,99,655
...	...	...	...	6,837	4,600	144	7,642	12,523	31,746
...	...	...	...	...	480	741	...	...	1,221
13,388	**1,826**	**34,678**	**49,892**	**1,14,824**	**3,60,078**	**51,882**	**4,87,177**	**2,12,899**	**12,26,860**
1,489	1,550	2,860	5,899	6,712	5,13,353	26,399	39,103	38,498	6,24,065
2	276	1,653	1,931	10,021	30,796	5,399	4,788	51,130	1,02,134
1,491	**1,826**	**4,513**	**7,830**	**16,733**	**5,44,149**	**31,798**	**43,891**	**89,628**	**7,26,199**
...	...	...	...	...	48,124	...	...	2,449	50,573
...	...	...	...	...	...	....	18	...	18
...	...	...	...	21,162	...	...	...	2,964	24,126
...	...	...	...	...	1,560	...	...	2,212	3,772
229	...	990	1,219	400	14,039	270	13,006	3,220	30,935
229	...	**990**	**1,219**	**21,562**	**63,723**	**270**	**13,024**	**10,845**	**1,09,424**
99	...	14,100	14,199	60,822	1,57,706	2,884	17,705	74,505	3,13,622
111	822	1,068	2,001	819	13,029	877	7,513	9,313	31,551
210	**822**	**15,168**	**16,200**	**61,641**	**1,70,735**	**3,761**	**25,218**	**83,818**	**3,45,173**
...	...	...	...	...	...	...	30,132	...	30,132
...	...	...	...	41,266	...	...	...	...	41,266
...	...	...	...	...	2,52,399	...	...	...	2,52,399
...	...	...	...	11,550	...	844	...	19,144	31,538
...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,424	26,838	2,487	354	11,521	47,624
...	...	...	...	120	68	160	...	3,581	3,929
...	...	...	...	7,586	144	3,324	...	446	11,500
...	...	...	...	13,401	22,465	254	60,876	8,117	1,05,113
...	...	...	...	**80,347**	**3,01,914**	**7,069**	**91,362**	**42,809**	**5,23,501**
21,705	**19,139**	**68,998**	**1,09,842**	**5,48,037**	**14,44,421**	**1,01,309**	**7,21,603**	**5,38,006**	**33,53,376**

GENERAL

Return of the Stages of instruction of pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys	Government	English	40	7,458	1,177	...	1,177	2,130	...	2,130
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	2	118	...	...	...	15	...	15
		Vernacular	321	28,920	...	...	...	6,005	...	6,005
	Municipal	English	9	568	11	...	11	111	...	111
		Vernacular	2	291	...	...	...	50	...	50
	Aided	English	80	12,603	1,211	...	1,211	2,872	...	2,872
		Vernacular	7	661	...	...	...	113	...	113
	Unaided	English	8	1,162	95	...	95	238	...	238
		Vernacular	8	218	...	...	...	72	...	72
	Total		472	51,999	2,494	...	2,494	11,606	...	11,606
For Girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	1	22	...	...	...	...	22	22
	Aided	English	21	1,836	...	97	97	...	470	470
		Vernacular	...	...	...	...	...	...	...	...
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		22	1,858	...	97	97	...	492	492
	Total, Secondary Schools		494	53,857	2,494	97	2,591	11,606	492	12,098
Primary Schools—										
For Boys	Government		35	2,355	...	...	...	...	...	...
	Local Fund		3,929	135,810	...	...	...	...	...	...
	Municipal		60	2,611	...	...	...	...	...	...
	Aided		135	5,893	...	...	...	...	...	...
	Unaided		26	1,045	...	...	...	...	...	...
	Total		4,185	147,714	...	...	...	...	...	...
For Girls	Government		...	...	...	...	...	...	...	...
	Local Fund		124	2,617	...	...	...	...	...	...
	Municipal		12	300	...	...	...	...	...	...
	Aided		167	5,832	...	...	...	...	...	...
	Unaided		11	353	...	...	...	...	...	...
	Total		314	9,102	...	...	...	...	...	...
	Total, Primary Schools		4,499	156,816	...	...	...	...	...	...
	GRAND TOTAL		4,993	210,673	2,494	97	2,591	11,606	492	12,098

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1891-92.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not-reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,293	...	2,293	1,858	...	1,858	...	...	...	7,458	...	7,458
...	...	...	...	...	...	...	...	...	...	...	...
21	...	21	82	...	82	...	...	...	118	...	118
6,033	...	6,033	16,532	...	16,532	350	...	350	28,920	...	28,920
113	...	113	333	...	333	...	...	...	568	...	568
55	...	55	157	...	157	29	...	29	291	...	291
2,730	...	2,730	5,637	...	5,637	153	...	153	12,603	...	12,603
131	...	131	346	...	346	71	...	71	661	...	661
324	...	324	503	...	503	2	...	2	1,162	...	1,162
47	...	47	99	...	99	...	...	...	218	...	218
11,747	...	11,747	25,547	...	25,547	605	...	605	51,999	...	51,999
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	22	22
...	400	400	...	687	687	...	182	182	...	1,836	1,836
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	400	400	...	687	687	...	182	182	...	1,858	1,858
11,747	400	12,147	25,547	687	26,234	605	182	787	51,999	1,858	53,857
15	...	15	2,302	...	2,302	38	...	38	2,355	...	2,355
22,392	...	22,392	110,482	...	110,482	2,936	...	2,936	135,810	...	135,810
266	...	266	2,284	...	2,284	61	...	61	2,611	...	2,611
638	...	638	4,035	...	4,035	1,220	...	1,220	5,893	...	5,893
117	...	117	813	...	813	115	...	115	1,045	...	1,045
23,428	...	23,428	119,916	...	119,916	4,370	...	4,370	147,714	...	147,714
...	...	...	...	...	...	...	...	...	...	...	...
...	113	113	...	2,446	2,446	...	58	58	...	2,617	2,617
...	39	39	...	261	261	...	...	...	...	300	300
...	479	479	...	3,906	3,906	...	1,447	1,447	...	5,832	5,832
...	...	...	...	338	338	...	15	15	...	353	353
...	631	631	...	6,951	6,951	...	1,520	1,520	...	9,102	9,102
23,428	631	24,059	119,916	6,951	126,867	4,370	1,520	5,890	147,714	9,102	156,816
35 175	1,031	36,206	145,463	7,638	153,101	4,975	1,702	6,677	199,713	10,960	210,673

GENERAL.

Return showing the **Results of Prescribed Examinations** *in North-*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	2	2	...	4	8	5	...	7	20
2. Bachelor of Arts	2	4	1	7	86	122	6	9	223
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. First Arts (Intermediate) Examination	3	4	7	14	196	237	79	17	529
Oriental Colleges.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (*a*)	1	...	1	2	72	...	2	2	76
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian (*b*)	...	2	...	2	...	3	...	...	3
4. High Proficiency in Sanskrit (*c*) ...	3	4	7	14	96	11	19	2	128
„ „ „ Arabic (*b*) ...	...	1	...	1	...	3	...	...	3
„ „ „ Persian (*b*) ...	...	1	...	1	...	1	...	...	1
5. Proficiency in Sanskrit (*d*) ...	3	6	18	27	41	24	57	2	124
„ „ Arabic (*c*) ...	...	3	...	3	...	9	...	...	9
„ „ Persian (*b*) ...	...	1	...	1	...	2	...	...	2
„ „ Urdu	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	2	2	6	18	15	4	...	37
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.	1	...	...	1	7	...	...	...	7
2. B. C. E.					17	...	...	...	17
3. L. C. E.					34	...	...	...	34
4. First L. C. E.					319	...	...	...	319
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation ... { Boys ...	34	44	8	86	673	745	72	461	1,951
{ Girls ...	...	10	2	12	...	44	4	4	52
Middle School examination ... { Boys ...	362	81	15	458	3,121	1,295	124	1,735	6,255
{ Girls ...	...	...	...	...	...	...	...	1	1
Upper Primary examination ... { Boys ...	2,061	179	11	2,251	8,970	1,892	265	100	11,227
{ Girls ...	11	33	...	44	18	222	...	...	240
Lower Primary examination ... { Boys ...	4,053	209	23	4,285	20,752	2,461	316	3	23,532
{ Girls ...	60	57	5	122	164	452	58	...	674
Schools for Special Instruction.									
1. Training School examination for Masters. { Upper ...	3	1	...	4	61	5	...	10	76
{ Lower ...	3	1	...	4	105	8	...	128	241
2. Training School examination for Mistresses. { Upper ...	1	...	...	1	1	...	...	...	1
{ Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	64	...	...	...	64
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination. { Upper ...	...	2	...	2	...	46	...	...	46
{ Lower ...	...	2	...	2	...	34	...	...	34

(*a*) Acharya Examination of the Sanskrit College,
(*b*) Punjáb University
(*c*) Madhyama Pariksha Examination of the Sanskrit College,
(*d*) Prathama ditto ditto
(*e*) Mulla Examination of Muir College and Maulvi.

TABLE VI.

Western Provinces and Oudh during the official year 1891-92.

Number passed.					Race or Creed of passed Scholars.					
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	
6	3	...	6	15	1	...	14	...	...	
41	66	2	3	112	2	...	86	23	1	
...	...	...	...	...	...	...	...	...	...	
51	90	16	4	161	5	2	127	27	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
47	...	...	1	48	...	...	48	...	...	
...	...	...	...	...	...	...	...	...	...	
...	1	...	...	1	...	...	...	1	...	
50	6	11	2	69	...	...	69	...	...	
...	3	...	...	3	...	...	...	3	...	
...	...	...	...	...	...	...	...	...	...	
21	10	18	2	51	...	...	51	...	...	
...	6	...	...	6	...	...	...	6	...	
...	1	...	...	1	...	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
8	5	1	...	14	...	...	11	2	1	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
7	...	...	...	7	7	...	...	...	...	Engineer (Roorkee College Examinations.)
17	...	...	...	17	11	...	5	1	...	Upper Subordinate. (Roorkee College Examinations.)
34	...	...	...	34	...	...	25	9	...	Lower Subordinate. (Roorkee College Examinations.)
92	...	...	...	92	32	...	53	7	...	College Entrance. (Roorkee College Examinations.)
...	...	...	...	...	...	...	...	...	...	
344	281	31	61	717	47	2	557	107	4	
...	26	3	1	30	26	4	...	...	...	
1,724	443	39	303	2,509	25	24	1,836	618	6	
...	...	...	...	...	...	...	...	...	...	
6,016	1,131	136	36	7,319	144	76	5,723	1,374	2	
8	213	...	...	221	95	45	35	46	...	
13,531	1,583	209	2	15,325	119	128	12,421	2,657	...	
102	279	47	...	428	...	146	202	80	...	
48	5	...	1	54	...	5	43	6	...	
85	7	...	10	102	...	7	76	19	...	
1	...	...	...	1	...	...	1	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
56	...	...	...	56	...	8	27	21	...	
...	...	...	...	...	...	...	...	...	...	
...	46	...	...	46	...	46	...	...	...	
...	34	...	...	34	...	34	...		...	

Benares, and Shastri Examination of the Punjáb University.
Examinations.
Benares, and Visharada Examination of the Punjáb University.
ditto Prajna ditto ditto.
Examination of the Punjáb University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.			Expenditure of				
			In Institutions managed				
			Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1			2	3	4	5	6
							Rs.
	Arts Colleges.						
University Education.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Total	...	...	...	...	...	...
	Secondary Schools.						
School Education, General.	For Boys — High Schools	...	...	...	...	...	...
	For Boys — Middle Schools	English ...	2	118	97	84	...
		Vernacular ...	321	28,920	26,915	21,626	...
	For Girls — High Schools	...	...	...	...	...	...
	For Girls — Middle Schools	English ...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...
	Total	...	323	29,038	27,012	21,710	...
	Primary Schools.						
	For Boys	...	3,929	135,810	130,998	102,303	300
	For Girls	...	124	2,617	2,625	2,070	...
	Total	...	4,053	138,427	133,623	104,373	300
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	...	...	...	...	...	...
	Ditto for Mistresses	...	1	2	4	3	...
	Medical Schools	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...
	Total	...	1	2	4	3	...
Buildings		...	...	...	...	...	...
Furniture and Apparatus (Special grants only)		...	...	...	...	...	...
	Total	...	...	...	...	...	...
Inspection		...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...
	Special Schools other than Training Schools.		...	...	...	...	...
Miscellaneous		...	...	...	...	...	...
	Total	...	...	...	...	...	...
	GRAND TOTAL	...	4,377	167,467	160,639	126,086	300

TABLE VII.

Instruction in the North-Western Provinces and Oudh for the official year 1891-92.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	2,910	...	912	3,822
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**2,910**	...	**912**	**3,822**
...	...	...	...	...	...	1,30,616	2,400	47,704	1,80,720
852	558	330	597	240	2,577	11,895	600	18,726	32,073
1,37,365	5,061	36,595	180	442	1,79,643	...	...	2,080	1,39,445
...	...	...	...	...	...	...	...	2,760	2,760
...	...	...	...	...	...	...	...	4,600	4,600
...	...	...	...	...	...	...	480	...	480
1,38,217	**5,619**	**36,925**	**777**	**682**	**1,82,220**	**1,42,511**	**3,480**	**75,870**	**3,60,078**
4,92,519	4,309	20,871	1,317	76	5,19,392	5,406	1,415	14,013	5,13,353
13,422	763	12	...	...	14,197	...	...	17,374	30,796
5,05,941	**5,072**	**20,883**	**1,317**	**76**	**5,33,589**	**5,406**	**1,415**	**31,387**	**5,44,149**
...	...	...	...	...	...	47,524	...	600	48,124
...	...	18	...	...	18	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,560	1,560
...	...	...	...	...	...	10,839	...	3,200	14,039
...	...	**18**	...	...	**18**	**58,363**	...	**5,360**	**63,723**
1,14,298	189	2,114	36	...	1,16,637	42,491	...	917	1,57,706
11,789	461	5,579	...	...	17,829	1,165	...	75	13,029
1,26,087	**650**	**7,693**	**36**	...	**1,34,466**	**43,656**	...	**992**	**1,70,735**
...	...	...	...	...	...	...	...	...	2,52,399
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	26,838
...	...	...	...	...	...	...	...	...	68
...	...	...	...	...	...	...	...	...	144
...	...	...	...	...	...	...	...	...	22,465
...	...	...	...	...	...	...	...	...	**3,01,914**
7,70,245	**11,341**	**65,519**	**2,130**	**758**	**8,50,293**	**2,52,846**	**4,895**	**1,14,521**	**14,44,421**

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.	Expenditure of					
	In Institutions managed					
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
	17	18	19	20	21	22
					Rs.	Rs.
Arts Colleges.						
UNIVERSITY EDUCATION. English	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training,						
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools	1	92	99	68	...	720
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Schools English ...	8	476	480	390	...	6,512
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Schools Vernacular ...	2	291	249	177	...	1,758
SCHOOL EDUCATION, GENERAL. For Girls ... High Schools	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools English ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools Vernacular ...	1	22	22	16	...	741
Total ...	12	881	850	651	...	9,731
Primary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys	60	2,611	2,568	2,092	...	13,562
SCHOOL EDUCATION, GENERAL. For Girls	12	300	305	206	...	2,850
Total ...	72	2,911	2,873	2,298	...	16,412
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Ditto for Mistresses	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Buildings	...	...	...	...	...	932
Furniture and Apparatus (Special grants only) ...	...	...	...	...	...	264
Total ...	...	...	...	...	...	1,196
Inspection	...	...	...	...	...	...
Scholarships held in ... Arts Colleges	...	...	...	...	...	...
Scholarships held in ... Professional Colleges ...	...	...	...	...	...	...
Scholarships held in ... Secondary Schools ...	...	...	...	...	...	...
Scholarships held in ... Primary Schools ...	...	...	...	...	...	...
Scholarships held in ... Special Schools other than Training Schools.	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
GRAND TOTAL ...	84	3,792	3,723	2,949	...	27,339

TABLE VII—(*continued*).

Instruction in the North-Western Provinces and Oudh for the official year 1891-92.

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	100	...	5,820	5,920	9,742
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	609	609	609
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	100	...	6,429	6,529	10,351
2,400	1,230	124	342	4,816	10,737	...	15,181	26,638	2,07,358
600	1,147	180	...	8,439	1,736	558	7,588	16,394	48,467
...	85	...	...	1,843	...	5,061	336	7,155	1,46,600
...	...	...	...	...	...	...	810	810	3,570
...	...	...	...	...	...	...	144	144	4,744
480	...	...	...	1,221	...	...	...	741	1,221
3,480	2,462	304	342	16,319	12,473	5,619	24,059	51,882	4,11,940
1,415	3,179	156	20	18,332	6,188	4,309	2,340	26,399	5,39,752
...		...	...	2,850	...	763	1,786	5,399	36,195
1,415	3,179	156	20	21,182	6,188	5,072	4,126	31,798	5,75,947
...	...	...	...	...	...	...	...	...	48,124
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	270	270	14,309
...	...	...	...	...	...	...	270	270	63,993
...	...	404	...	1,336	1,571	189	192	2,884	1,60,590
...	46	...	...	310	42	461	110	877	13,906
...	46	404	...	1,646	1,613	650	302	3,761	1,74,496
...	...	...	...	...	...	...	...	...	2,52,399
...	...	...	...	...	...	...	...	844	844
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,487	29,325
...	...	...	...	...	...	...	...	160	228
...	...	...	...	...	...	...	...	3,324	3,468
...	...	...	...	...	...	...	...	254	22,719
...	...	...	...	...	...	...	...	7,069	3,08,983
4,895	5,687	864	362	39,147	20,374	11,341	35,186	1,01,309	15,45,730

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the*

(For Europeans

Class of Institutions.	Public Institutions.							
	Under Private Management.							
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	...	...	...	...	2	23	17	15
Total ...	...	...	...	...	2	23	17	15
Secondary Schools.								
School Education, General. — For Boys ... High Schools ...	8	886	884	815	1	91	89	88
For Boys ... Middle Schools: English ...	3	165	170	157	...	...	...	...
For Girls ... High Schools ...	9	741	808	716	...	...	...	...
For Girls ... Middle Schools. English ...	3	229	211	192	...	...	...	...
Total ...	23	2,021	2,073	1,880	1	91	89	88
Primary Schools.								
For Boys	2	134	119	98	...	...	...	...
For Girls	4	261	232	198	...	...	...	...
Total ...	6	395	351	296	...	...	...	...
Total of Colleges and Schools of Public Instruction.	29	2,416	2,424	2,176	3	114	106	103

TABLE III.

North-Western Provinces and Oudh for the official year 1891-92.

AND EURASIANS.)

Grand total of Public Institutions.	Grand total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
2	23	22	20	8	23	...	...	...	...	...	...	
2	23	22	20	8	23	...	...	...	...	...	...	
9	977	977	408	505	967	8	...	...	2	22	...	
3	165	165	75	62	163	...	2	...	...	6	...	
9	741	741	230	245	727	5	...	...	9	...	34	
3	229	229	4	8	227	...	2	...	...	...	15	
24	2,112	2,112	717	820	2,084	13	4	...	11	28	49	
2	134	134	...	59	130	4	...	...	...	47	...	
4	261	261	...	14	261	...	...	...	...	...	95	
6	395	395	...	73	391	4	...	...	...	47	95	
32	2,530	2,529	737	901	2,498	17	4	...	11	75	144	

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
School Education, General. — For Boys... — High Schools	27,576	245	100	1,00,022	1,188	29,308	1,58,439
For Boys... — Middle Schools—English ...	5,760	204	360	7,995	...	1,084	15,403
For Girls... — High Schools	31,357	...	780	1,22,598	2,493	26,648	1,83,876
For Girls... — Middle Schools—English ...	5,037	100	...	7,332	720	...	13,189
Total ...	69,730	549	1,240	2,37,947	4,401	57,040	3,70,907
Primary Schools.							
For Boys	3,594	...	660	672	2,680	10	7,616
For Girls	5,461	...	438	2,476	955	...	9,330
Total ...	9,055	...	1,098	3,148	3,635	10	16,946
Buildings	9,000	...	58	13,329	8,000	...	30,387
Furniture and Apparatus (Special grants only)....	...	...	...	787	...	1,534	2,321
Total ...	9,000	...	58	14,116	8,000	1,534	32,708
Inspection	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction ...	87,785	549	2,396	2,55,211	16,036	58,584	4,20,561

TABLE IV.

North-Western Provinces and Oudh for the official year 1891-92.

AND EURASIANS.)

Institutions.									
Management.				Total expenditure from—					GRAND TOTAL.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,330	...	4,735	7,065	...	...	...	2,330	4,735	7,065
2,330	...	**4,735**	**7,065**	...	...	...	**2,330**	**4,735**	**7,065**
11,599	...	8,000	19,599	27,576	245	100	1,11,621	38,496	1,78,038
...	...	...	...	5,760	204	360	7,995	1,084	15,403
...	...	...	...	31,357	...	780	1,22,598	29,141	1,83,876
...	...	...	...	5,037	100	...	7,332	720	13,189
11,599	...	**8,000**	**19,599**	**69,730**	**549**	**1,240**	**2,49,546**	**69,441**	**3,90,506**
...	...	...	...	3,594	...	660	672	2,690	7,616
...	...	...	...	5,461	...	438	2,476	955	9,330
...	...	...	...	**9,055**	...	**1,098**	**3,148**	**3,645**	**16,946**
...	...	...	...	9,000	...	58	13,329	8,000	30,387
...	...	...	...	...	...	...	787	1,534	2,321
...	...	...	...	**9,000**	...	**58**	**14,116**	**9,534**	**32,708**
...	...	...	...	...	1,487	...	...	...	1,487
...	...	...	...	120	...	...	...	600	720
...	...	...	...	120	...	...	...	...	120
...	...	...	...	4,467	...	...	31,282	3,000	38,749
...	...	...	...	**4,707**	**1,487**	....	**31,282**	**3,600**	**41,076**
13,929	...	**12,735**	**26,664**	**92,492**	**2,036**	**2,396**	**3,00,422**	**90,955**	**4,88,301**

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General Education

(For Europeans

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided, English	11	1,051	141	...	141	351	...	351
For Boys ... Unaided, English	1	91	7	...	7	35	...	35
Total ...	**12**	**1,142**	**148**	...	**148**	**386**	...	**386**
For Girls, Aided, English	12	970	...	74	74	...	370	370
Total ...	**12**	**970**	**...**	**74**	**74**	...	**370**	**370**
Total, Secondary Schools ...	**24**	**2,112**	**148**	**74**	**222**	**386**	**370**	**756**
Primary Schools—								
For Boys, Aided	2	134	...	...	...	...	...	...
Total ...	**2**	**134**	**...**	**...**	...	**...**	...	...
For Girls, Aided	4	261	...	...	...	...	...	...
Total ...	**4**	**261**	**...**	**...**	**...**	**...**	**...**	**...**
Total, Primary Schools ...	**6**	**395**	...	...	...	...	...	...
GRAND TOTAL ...	**30**	**2,507**	**148**	**74**	**222**	**386**	**370**	**756**

TABLE V.

in the North-Western Provinces and Oudh at the end of the official year 1891-92.

AND EURASIANS.)

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
264	...	264	217	...	217	78	...	78	1,051	...	1,051
34	...	34	13	...	13	2	...	2	91	...	91
298	...	298	230	...	230	80	...	80	1,142	...	1,142
...	224	224	...	153	153	...	149	149	...	970	970
...	224	224	...	153	153	...	149	149	...	970	970
298	224	522	230	153	383	80	149	229	1,142	970	2,112
44	...	44	52	...	52	38	...	38	134	...	134
44	...	44	52	...	52	38	...	38	134	...	134
...	59	59	...	74	74	...	128	128	...	261	261
...	59	59	...	74	74	...	128	128	...	261	261
44	59	103	52	74	126	38	128	166	134	261	395
342	283	625	282	227	509	118	277	395	1,276	1,231	2,507

ORDERS OF GOVERNMENT.

No. 3094E. / III—48-61-II OF 1892.

FROM

THE SECRETARY TO GOVERNMENT.

N.-W. PROVINCES AND OUDH,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 26TH NOVEMBER 1892.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt, on 29th September 1892, of your report on Public Instruction in the North-Western Provinces and Oudh for the year 1891-92. It was again submitted with commendable punctuality, being due in the Secretariat on 15th September.

2. Paragraph 2 of your report summarises the educational statistics of the year contained in the usual appendices. These statistics, it may be observed, which follow the form of the general Tables I to VII prescribed by the Government of India, require commentary to make their exact import clear. Including, as they do, every public or private scholastic institution in the Province (so far at least as it is possible to obtain returns of private schools), they take into account the receipts, expenditure and attendance of the Thomason Engineering College, the Agra Medical School and the patwári schools, with which your Department has no concern; they also take into account a large number of unaided primary schools which are under no control, and which often exist in name only; and lastly, they include in the general totals both special schools intended for Europeans and ordinary schools for natives of the country, though separate statistics for the former class of schools are given in supplementary tables. As a record of departmental results the general figures therefore are somewhat misleading. From paragraph 4 onwards your report confines itself to the statistics of those Government and aided institutions only which are controlled by or connected with the Department, private schools and State schools and colleges not under the Department being eliminated. This method, though unavoidable, has the inconvenience of compelling resort to departmental figures which are not found in the tabular statements appended to the report.

3. Taking the general educational figures as summarised in paragraph 2 of your report, it appears that 275,145 boys and girls are returned as under instruction in 10,862 public and private institutions at the close of the year under review, against 281,246 in 11,717 institutions at the close of the preceding year. The decrease both in number of institutions and in attendance occurs* under aided vernacular schools in the primary grade and in the unaided indigenous schools,

		Number.	*Attendance.*
* Aided vernacular primary schools.	1892	261	9,338
	1891	483	12,852
Unaided indigenous schools.	1892	5,784	65,192
	1891	6,365	71,254

Many schools in both these classes are ephemeral and inefficient, and their statistics are untrustworthy and of little significance. With this exception the figures of 1892 are encouraging, especially those for State primary schools maintained by district and municipal boards, the average monthly attendance in which has increased from 133,823 to 136,496. The total expenditure on education in 1891-92 is returned at Rs. 33,53,376 against Rs. 33,89,971 in 1890-91. Of this Rs. 19,92,458 was from public revenues against Rs. 19,04,014 in 1890-91, the increase being chiefly under buildings.

4. Dealing next with the departmental statistics in paragraphs 4 to 8 of your report, they show that in 1891-92 204,568 boys and girls were under instruction in 4,975 State and aided institutions under departmental control, compared with 205,116 in 5,251 institutions in 1890-91. The considerable decrease here shown in the number of institutions and the nominal decrease also shown in the total attendance are due to the withdrawal of aid from a number of primary vernacular schools. There is a small though encouraging increase in the attendance at the Arts colleges and the secondary schools. The aggregate *direct* expenditure shows a decrease on that of 1890-91, mainly under the head of endowments and income from private sources, as the charges borne by the public revenues increased. The *indirect* expenditure, which comprises outlay on buildings, direction, inspection, University, and scholarship charges, was much the same as in the previous year. The subjoined table distributes the total departmental expenditure of the year over the several classes of education :—

	Direct expenditure.	
	1891-92	1890-91.
	Rs.	Rs.
Public revenues ...	12,06,681	11,78,851
Municipal revenues ...	90,479	91,251
Fees	5,71,978	5,88,100
Endowments, &c. ...	3,32,381	3,89,724
Total ...	22,01,519	22,47,926

Source of expenditure.	On University education.	On secondary education.	On primary education.	On special education.	Total direct expenditure.	Indirect expenditure.	Total expenditure.	Total expenditure in 1890-91.	*Percentage*— Of increase or decrease.	To total expenditure. 1890-91.	1891-92.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
Public revenues ,,.	1,16,853	4,74,902	5,60,882	54,044	12,06,681	6,06,907	18,13,588	17,22,505	+5·2	57	61
Municipal funds ,,.	6,529	51,882	31,798	270	90,479	7,506	97,985	1,04,908	—6·6	3	3
Fees ... ,,.	54,544	4,73,789	42,400	1,245	5,71,978	1,16,370	6,88,348	7,30,757	—5·8	23	22
Other sources ,,.	65,853	1,76,395	83,289	6,844	3,32,381	1,10,191	4,42,572	5,41,072	—18·2	17	14
Total ,,,	2,43,779	11,76,968	7,18,369	62,403	22,01,519	*8,40,974	30,42,493	30,99,242	—1·8	...	...

The proportion borne by the expenditure from public revenues to the whole *direct* expenditure on each of the main classes of education was :—

	1891-92.	1890-91.
University	47	51
Secondary	40	38
Primary	78	75

* Differs from the total on page 6 of report by excluding Rs. 338 on account of scholarships and including Rs. 461 for miscellaneous charges.

Except in the case of the University, the year is marked by an increase in the proportional charges falling on public revenues. The cause is not clearly explained by you, and is possibly accidental and temporary.

5. In the table given on page 6 of your report Rs. 4,82,765 out of the total of Rs. 8,40,851 spent indirectly on institutions connected with your Department is distributed over the various stages of education. The result of the distribution when combined with that of direct expenditure is as follows:—

Expenditure, direct and indirect, on each stage of instruction on institutions with which the Department is concerned.

	Rs.	*Percentage to total.*
University	3,52,853	13·1
Secondary	14,38,535	53·8
Primary	8,15,096	30·3
Special	77,800	2·8
Total ...	26,84,284	100·0

The expenditure on secondary education, as shown in this table, is much greater than on any other head. But as schools classed as secondary contain primary classes, a considerable proportion of their expenditure is really incurred in giving elementary primary instruction.

6. It is satisfactory to observe a still further increase of the number of students at collegiate institutions coupled with a decrease in the expenditure defrayed from public revenues. In the subjoined table the figures for the last two years are contrasted. In the year 1889 the cost per scholar to the public revenues, taking the average of the five colleges named, was Rs. 181. In the year 1892 it was only Rs. 85:—

		1890-91.	1891-92.	Percentage of increase or decrease
Number of students on the rolls monthly.	Muir College	299	282	—5
	Benares College	174	186	+ 8
	Canning College	200	227	+ 13
	Agra College	228	236	+ 3
	Aligarh College	102	96	— 6
	At all Arts colleges and collegiate institutions (State, aided and unaided)	1,197	1,302	+ 8
		Rs.	Rs.	
Expenditure on University (English Arts) education from	Public Funds	1,01,378	96,924	— 4
	Municipal Funds	6,325	5,920	— 6
	Fees	43,607	46,000	+ 5
	Other sources	70,092	86,286	+ 8
	Total	2,21,402	2,35,130	+ 6
Percentage of total expenditure defrayed by	Public Funds	45	41	...
	Fees	19	19	...
Cost per student ...	Total	184	172	— 6
	To Public Funds	84	74	—11

The Ramsay College, Almora, which was abolished, and the Girls' School, Allahabad, have disappeared from the list of colleges, but the Christian College, Lucknow, with a monthly attendance of 43 students,

was added during the year. Absence on furlough of the Principal and a Professor of the Muir College caused the expenditure from public funds on that institution to diminish by Rs. 8,354: thus accounting for the decrease in the total. A limit has been fixed to the number of scholars to be received at the two Government colleges, and it is improbable that any further increase will take place in the number of students attending them.

7. The result of the University examinations is exhibited in the usual form. Last year was the first year in which no candidates presented themselves for examination by the Calcutta University :—

Examination.	Class of institution sending candidates.	1891.			1892.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
M. A. ...	State	7	4	57	8	6	75
	Aided	7	3	43	5	3	60
	Unaided	...	...	...	...	...	...
	Total ...	14	7	50	13	9	69
B. A. ...	State	61	33	54	86	41	47
	Aided	89	56	63	122	66	54
	Unaided	5	1	20	6	2	33
	Total ...	155	90	58	214	109	50
Intermediate ...	State	199	87	43	196	51	26
	Aided	214	101	47	237	90	38
	Unaided	47	9	19	79	16	20
	Total ..	460	197	43	512	157	30

Note.—Private candidates are excluded.

8. The increase in the number of candidates at the B.A., and Intermediate examinations, and the large proportion of failures, especially in the latter examination, are noticeable. There is some evidence that the English and Mathematics papers in the last Intermediate examination were exceptionally severe. The number of failures has also doubtless been increased by the introduction of the rule by which any student in a Government college can claim to be allowed to present himself at an examination whether he is considered to be fit for it or not. In both examinations the aided Agra College was more successful than either of the State Colleges at Benares and Allahabad. The very small number of students who proceed to the M.A. examination is a point noticed by you at some length, as is also the still more important fact that the A, or literary, course in the B.A. examination attracts five candidates for every one who elects the alternative course of science and mathematics. The bifurcation of studies

which has now been introduced in the Intermediate examination, and the measures subsequently taken to carry this down to the high and middle classes of English schools, and to provide adequate means and appliances for science teaching in the leading schools, will, it is hoped, tend to adjust the balance between mathematics and literature, science and philosophy. This adjustment is to be desired not only on account of the dominant defects in the oriental mind, but also because, as your report bears ample witness, the so-called philosophy of the schools is in students' apprehension a mere affair of the memory.

9. Under the section devoted to "Special College Departments" you notice the Sanskrit College at Benares and the Oriental Department of the Canning College, Lucknow: also the law classes attached to several colleges. At the oriental colleges the monthly attendance declined from 503 in 1891 to 475. The law classes, as might be expected, show a steadily increasing attendance.

10. The following table compares the number of boys and girls on the rolls of English and vernacular secondary schools on 31st March 1892 with the number on the same date in 1891. The figures include secondary schools for children of European and Eurasian descent:—

		Vernacular.				*English.*				Percentage of scholars in each stage.							
										Vernacular.				*English.*			
		State.	Aided.	Unaided.	Total.	State.	Aided.	Unaided.	Total.	State.	Aided.	Unaided.	Total.	State.	Aided	Unaided.	Total.
High section,	1890-91 ...	...	...	...	...	1,182	1,472	68	2,722	...	...	...	...	14	9	8	11
	1891-92 ...	...	...	...	...	1,188	1,308	95	2,591	...	...	...	...	14	9	8	10
Middle „ ...	1890-91 ...	6,138	136	68	6,342	2,089	3,227	234	5,550	21	16	28	21	26	21	27	23
	1891-92 ...	6,077	113	72	6,262	2,256	3,342	238	5,836	20	17	32	20	27	23	20	24
Upper primary section.	1890-91 ...	6,309	129	47	6,485	2,317	3,210	192	5,719	22	15	20	21	29	21	22	23
	1891-92 ...	6,088	131	47	6,266	2,427	3,130	324	5,881	20	19	21	20	29	21	27	24
Lower primary section.	1890-91 ...	15,721	585	121	16,427	2,334	7,324	351	10,000	57	69	52	58	31	49	43	43
	1891-92 ...	17,068	417	99	17,584	2,273	6,659	505	9,437	60	64	47	60	30	47	45	42
Total ...	1890-91 ...	28,168	850	236	29,254	7,922	15,233	845	24,000								
	1891-92 ...	29,233	661	218	30,112	8,144	14,439	1,162	23,745								
					Rs.				Rs.								
Fees realised,	1890-91 ...	...	...	...	34,747	...	...	...	4,89,105								
	1891-92 ...	...	...	...	37,787	...	...	...	4,49,390								
Fees per head,	1890-91 ...	...	...	...	1·1	...	...	...	20·2								
	1891-92 ...	...	...	...	1·2	...	...	...	18·9								

These figures, so far as State schools are concerned, are satisfactory. Vernacular State schools of the secondary type have of recent years

been intentionally reduced in number by the abolition of the more inefficient ones. It is therefore encouraging to see that, after a period of diminished attendance, the numbers of scholars on the rolls has now commenced to increase. An increase in the attendance at the State English schools is also perceptible, and the high and middle sections of these schools have considerably improved in strength. As regards aided and unaided secondary schools the attendance shows some decrease. This appears to be due to the withdrawal of grants-in-aid from inefficient institutions. The total fee income of secondary English schools of all classes was Rs. 4,49,390 in 1891-92 against Rs. 4,89,105 in the preceding year. The decrease here is similarly due to the disappearance from the list of a number of schools which the Department has ceased to aid on account of their inefficiency, and which have discontinued the submission of returns.

11. Of the secondary English schools maintained by the State the most important class are the district or zila schools for native boys. These numbered 38 at the close of the year, and in all but four the instruction extends to the matriculation standard. The average monthly attendance at the 38 schools was 7,201 in 1892 against 7,192 in 1891, and their total cost was Rs. 2,62,947 against Rs. 2,57,006 in 1891. Towards this expenditure the fee income contributed Rs. 1,00,262. The growth in fee receipts is satisfactory. In no previous year have they reached a lakh of rupees. The incidence per scholar on the rolls on the 31st March 1892 in the State Anglo-vernacular schools was Rs. 36·6. In aided institutions of the same class, which numbered 69 in 1892 and which were attended by 11,430 scholars, the incidence was only Rs. 26·9. As you explain in paragraph 47, the comparison is not conclusive. One-half the scholars in aided Anglo-vernacular schools are in lower primary classes, which cost little to maintain and are merely preliminary to secondary education in English. In the zila schools maintained by the State only one boy in every five is in the lower primary classes, as such preliminary instruction in English is ordinarily given in a separate branch school. You also remark that the State Anglo-vernacular schools are more successful in the public examinations, and thus have more to show for the expenditure incurred on them than have the aided schools. Your observations are concurred in by the Government, provided they are not understood to imply that the policy of encouraging private effort to relieve the State of the burden of secondary education is other than correct.

12. Work in secondary schools is tested by three public examinations, the University Entrance examination, the Middle examination in vernacular and the Middle examination in English. The results are compared with those for 1891 in the following statement. The increase of 123 in the number of matriculants indicates the growing influence of the Allahabad University, and the increasing popularity of collegiate education.

Examination.	Class of institutions sending candidates.	1891.			1892.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
Matriculation,	State ...	477	247	51	673	344	51
	Aided ...	727	290	40	789	307	38
	Unaided ...	76	25	33	76	34	44
	Total ...	1,280	562	44	1,538	685	45
English Middle.	State ...	883	332	38	1,054	498	47
	Aided ...	1,062	260	24	1,209	406	34
	Unaided ...	486	67	14	618	109	18
	Total ...	2,431	659	27	2,881	1,013	35
Vernacular Middle.	State ...	2,138	1,367	64	1,968	1,187	60
	Aided ...	189	77	41	158	51	32
	Unaided ...	1,832	375	20	1,229	234	19
	Total ...	4,159	1,819	44	3,355	1,472	44

The standards of the examinations as judged by the percentage of candidates who passed remain practically the same as last year, except in the case of the English Middle examination. Last year in this examination the percentage of passes was abnormally low owing to a change in the curriculum by which instruction in all subjects was conveyed in English instead of in the Vernacular. This change, coupled with further modifications introduced in the year under report with the object of laying stress on the English subjects of the examination, will, it is hoped, remedy the defect noticed in paragraph 33 of the report, that students who proceed to and even succeed in passing the Entrance examination have often little practical acquaintance with English. Judging from the figures on page 21 of the report, which show that the percentage of success in English increased in the last Middle examination, the change is already producing the desired effect. The increased percentage of success was however only obtained by permission being accorded by Government to pass 50 per cent. of candidates in mathematics, whatever their marks. This step was necessitated by an extremely difficult paper in the subject. Measures are under discussion to secure uniformity of standard in the different papers. State schools of the 3rd Circle show to a disadvantage both in the Entrance and in the English Middle examinations, but were successful in the Vernacular Middle, a result which is attributed to the greater development there of the boarding-house system, and to the fact that more candidates take up Hindi in that circle than in others, Hindi being an easier subject than Urdu. Paragraph 53 contains an account of the measures taken to gradually change the date of the Vernacular Middle examination to December, which, as well as the revised rules summarised in paragraph 56, for the conduct and marking of this examination, should have been reported to Government. The former alteration is desirable in order to prevent the

inconvenience from the proximity of the dates of the English and Vernacular examinations. The revised rules appear expedient in all respects. The class examination of the upper and lower primary sections of zila schools resulted in 64 per cent. of the students qualifying for promotion as compared with 50 in 1891. A similar result is shown for the corresponding examination of Middle Vernacular schools.

13. It is satisfactory to gather from the paragraphs of the report devoted to the subject of physical exercises, that increased attention is paid to the subject at zila schools. The cricket tournament at Aligarh, to which most of the zila schools in the 1st Circle sent their elevens, appears to have been a success. In the Oudh Circle cricket seems also to be assiduously cultivated, and favourable accounts are given by the Inspectors of the 3rd and 4th Circles of the progress of athletic sports.

14. The number of boarders at zila and town schools for the last three years is given below:—

	Zila Schools.				*Town Schools.*		
	Number of boarders.	Number who were self-supporting.	Percentage of self-supporters.	Fees. realised.	Number of boarders.	Number who were self-supporting.	Percentage of self-supporters.
				Rs.			
1889-90 ...	983	832	84	4,468	2,094	1,332	63
1890-91 ...	914	790	86	4,484	1,571	949	60
1891-92 ...	868	770	88	4,464	1,513	917	60

The advantages of residence in a boarding-house are strongly insisted on by the Inspector of the 4th Circle, but the proviso should be added that the discipline and general arrangements of the boarding-house are such as satisfy the requirements of order and decency. Considerable improvement in this respect has been effected of late, since the subject attracted the attention of Government and rules were promulgated. Where a proper boarding-house is maintained, all scholarship-holders who do not reside with their parents or near relatives should, in the absence of special circumstances, be required to avail themselves of the accommodation thus provided, on which by the rules they have a prior claim if their homes are in the interior of the district. The figures given in your report show that in some districts the boarders are entirely self-supporting students.

15. The figures in the table below include all State and aided primary schools in the Province both for boys and girls: and also such unaided primary schools as are recognised by the Department. There was again a decline in the number, both aggregate and proportional, of scholars in the upper primary section. In the lower primary section however of State schools the enrolment was considerably larger than in the preceding year. The decrease in the scholars enrolled in aided schools is due to the disconnection of a large number of such

schools from the Department. You describe them as being ephemeral institutions giving little or no instruction :—

	State.		Aided.		Unaided.		Total.	
	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.	1890-91.	1891-92.
Number of scholars on 31st March in upper primary stage.	24,661	22,825	1,009	1,117	145	117	25,815	24,059
Number of scholars on 31st March in lower primary stage.	116,984	120,868	14,942	10,608	1,167	1,281	133,093	132,757
Total ...	141,645	143,693	15,951	11,725	1,312	1,398	158,908	156,816
Percentage in upper primary stage.	17	15	6	9	11	8	16	15

16. According to the table given on page 37 of your report the falling off in the proportionate number of pupils in the upper primary stage of State primary schools is especially marked in the Allahabad Division. All the other Divisions show a falling off except Kumaun and Oudh, where the proportion remains constant, and Benares, where it increased from 11 to 15. At the same time the result of the examinations of these schools seems to have been generally satisfactory, an increased number of passes being recorded. Here again the 3rd Circle shows well. It is curious that in all the vernacular examinations this circle should be ahead of the other circles, while in the English ones it falls behind them. The result may be due to the fact that it possesses a special Inspector of Vernacular Schools.

17. There were 346 pupils on the rolls of the Normal schools as compared with 314 in the preceding year. The results of the final examinations were satisfactory, 79 and 81 per cent. of the students examined passing in the upper and lower grades respectively. The private candidates met with very little success in these examinations, as not 1 in 10 passed. You describe the improvements which are being made in the method of teaching science in these schools, but express a fear lest the instruction thus given may in great part be infructuous, owing to the want of proper appliances for teaching the subject experimentally in the Vernacular Middle schools to which the students will be sent. The difficulty is entirely one of expense. It may be at once granted that there is no prospect of equipping Middle schools with all the scientific apparatus now provided in the Normal schools. But some elementary facts of chemistry and physics can be demonstrated by very simple and inexpensive methods, and this should be aimed at as far as the funds at the disposal of Middle schools permit. The question deserves your careful consideration, and inquiries should be made as to what is being done in other Provinces.

18. In paragraph 86 of your report you cite the observations of the Circle Inspector on the curriculum of the Agra Normal School

which he considers too long and exhausting to the students; and as his remarks apply equally to the other schools, you propose to examine the subject with the aid of your Assistant Inspectors. Your conclusions will be awaited by the Government.

19. The number of native girls, including Native Christians, under instruction, and the expenditure for the last two years, are compared in the following table:—

	Pupils.		*Expenditure.*	
	1890-91.	1891-92.	1890-91.	1891-92.
			Rs.	Rs.
State schools	3,314	2,917	17,833	17,047
Aided schools	6,656	6,437	1,17,705	1,08,162
Total ...	9,970	9,354	1,35,538	1,25,209

The State schools for native girls confine their attention to giving elementary instruction in the vernacular. There is a general consensus of opinion that they are inefficient. The inferiority of the teachers is probably due to the low pay offered, but there is no reason why efficient supervision by the district inspecting officers should not be insisted upon, and the members of the District Boards might be induced to take an interest in the matter. The aided schools for native girls are all under missionary management. They number 172, of which nine give secondary and eight primary instruction in English, and are attended chiefly by Native Christians. You describe these English schools as containing the germ of much future promise, and make certain suggestions to promote their progress. These suggestions are being separately dealt with.

20. The main statistics bearing on the schools aided under the Code of Regulations for European Schools are given below:—

	1889-90.	1890-91.	1891-92.		1889-90.	1890-91.	1891-92.
Total number of scholars.				*Total expenditure in grants from public funds.*	Rs.	Rs.	Rs.
High	87	108	143				
Middle	607	692	702	Ordinary grant ...	64,575	71,138	72,473
Primary	1,011	1,060	1,058	Examination grant...	4,140	7,800	7,256
Infant	359	359	368	Grant-in-aid of fees,	2,444	3,048	3,949
Total ...	2,064	2,219	2,271	Total ...	71,159	81,986	83,678
Examination results.							
Boys. Number sent up ...	31	54	57	*Grant per head of average strength.*			
Boys. Percentage passed ...	58	53	28				
Girls. Number sent up ...	50	84	85	Boys	30	35	34
Girls. Percentage passed ...	64	59	37	Girls	36	40	41

There is an increase in numbers and in expenditure, and judging from the increase in the grant per head of average strength, which is not materially affected by the portion of the grant given in charity, the instruction as a whole increases in efficiency. There is a marked deterioration in success at the school final examination, which may perhaps be due to the changes in the curriculum noticed as deterring some schools, notably the Boys' High School at Allahabad, from sending up candidates.

21. The measures taken by the Government to give effect to the recommendations of the Committee appointed in 1891 to consider the subject of technical education in these Provinces do not fall within the period dealt with in your report, but as they have continuously engaged the attention of your predecessor and yourself they may be briefly adverted to. The group of recommendations regarding the Thomason Engineering College at Roorkee have formed the subject of a reference to the Government of India, and are still under consideration. The recommendations regarding the establishment of a School Final examination have been accepted in principle by the Senate of the University, though the details are still under consideration by the Syndicate. The University has consented to charge itself with the conduct of the proposed examination, and to allow it under certain conditions to rank as an alternative Entrance examination. The new curriculum will thus both meet the needs of boys preparing for industrial pursuits and of those who wish to graduate ultimately in mathematics and natural science. The bifurcation of studies from the commencement of secondary education to the University degree may now be regarded as an accomplished fact in these Provinces, and in anticipation of the scheme of studies under elaboration in the Syndicate, drawing and science classes have been organised in selected High schools. Allied to the question of a School Final examination for native schools is that of the Final Standard examination prescribed for European schools aided under the special code. Modifications have been made in this examination to bring it into closer correspondence with the course of studies pursued in La Martinière and other unaided schools, and to constitute it a public examination for all European schools, whether aided or unaided, in the Province. A public Middle examination, similarly open to all European schools, has also been instituted.

22. Effect has also been given to the recommendations of the Committee regarding the establishment of an Industrial school at Lucknow for the children of railway operatives and other artizans, and of an Agricultural school at Cawnpore. The Industrial school was opened by His Honor on the 1st of this month. The Agricultural school will, if accommodation can be arranged for, be opened early in 1893. The proposed establishment of a School of Art and of a Teachers' Central Training College have been postponed for want of funds. With these two exceptions action has been taken on all the recommendations made by the Committee, though some time will necessarily elapse before the

results are visible, or before it can be said how far the changes introduced into the educational system of the Provinces meet a real want and are taken advantage of by the classes for whose benefit they have been specially designed. In laying down his office Sir Auckland Colvin ventures to hope that the measures he has been able to inaugurate may conduce to the material prosperity of the people and to their increased participation in the industrial and commercial progress of modern India.

23. In conclusion I am to thank you for your full and interesting report. You assumed charge of the Department after the close of the year with which the report deals, but your long connection with education in these Provinces gives to your remarks an exceptional value.

I have the honor to be,

SIR,

Your most obedient servant,

T. W. HOLDERNESS,

Secy. to Govt., N.-W. P. and Oudh.

GENERAL REPORT

ON

Public Instruction

IN THE

NORTH-WESTERN PROVINCES AND OUDH,

FOR THE YEAR 1892-93.

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1893.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1892-93.

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ERRATA.

Annual Report, 1892-93.

Page.	Para.		Detail.
21		55	Statement, *read* "Bijnor" *for* "Bijnort" and "Pilibhít" *for* "Pilibhi."
41		101	First Circle, line 3, after same insert "time."
42		103	Line 13, *read* "is impossible" *for* "it impossible."
46		113	Line 16, *read* "150" *for* "1, 0."
67	...		At the end *read* "21st August" *for* "1st August."
71	General Table II	...	Column 8, *read* "73-7" *for* "737."
78	General Table IV	...	Column 17, Total of Buildings and furniture *read* "27,061" *for* "2,061."

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

for the year 1892-93.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

THE present report relates to the year 1892-93. But the term "year" must be understood in more senses than one. The statistics of attendance and expenditure are shown as usual for the official year ending with 31st March. For Vernacular schools of the middle rank the academic year ends with 31st December, as by that time the public middle examination has been completed and the new annual session of such schools begins with the new calendar year. For colleges and Anglo-Vernacular schools the academic year closes with the end of April, by which time the University and Departmental examinations are completed, and the new annual session begins with July, when colleges and schools re-open after the summer vacation. For European schools the "year," as defined in the code, begins with the first day of the month immediately following the last annual inspection held by the Government Inspector. Whatever may be the class of school referred to in the following remarks, the 30th June 1893 is the latest date that should be understood as coming within the scope of the present report.

2. The year has been marked by several important changes or events affecting the education of the province. Before giving the statistics of expenditure and attendance, which have to be described under this section, it will be convenient to show briefly what these changes or events were, as some of them have a very direct bearing on the question of the expenditure incurred during the year, and all will have to be described in greater detail hereafter in their proper places.

3. So far as Anglo-Vernacular schools are concerned, the chief events of the year are the following :—

(*a*) The institution of a School Final examination to be held by the University at the same time with the ordinary Entrance.

(*b*) The introduction of certain changes in the Entrance examination, so as to make it run parallel as far as possible with the School Final.

(*c*) The establishment of drawing classes at certain selected schools that are in preparation for the School Final.

(*d*) The establishment of science classes at the same schools, and for the same purpose.

(*e*) The revision of the Middle English examination so as to incorporate the new studies as alternative subjects.

(*f*) The publication of a revised curriculum for Government and Aided schools, embodying the above changes.

All these events hinge on one another. They indicate the new departure (planned in 1891 and commenced in 1892) in the direction of what is called in England "the modern side" of public school education. Closely allied to this movement are the changes that have been made in the collegiate courses under the sanction of the University. In the year under report the bifurcation of studies into A (Literary) and B (Scientific) in the Intermediate or First Arts Examination was for the first time put into effect. The B course in this scheme is the connecting link between the School Final on the one hand, and the B course of the degree examination on the other. It will thus be seen that a complete bifurcation of studies, commencing from a primary class at school and reaching up to the degree examination of the University, is now an accomplished fact. In this, if in nothing else, the Provincial University that was established a few years ago has more than justified its existence. Schools and colleges can now work in unison with a common aim. This they could not do so long as the schools of this province could look only to a distant University, whose headquarters were in another province, and whose operations were guided by the interests of a different people.

4. Closely allied to the plans thus initiated for the furtherance of scientific teaching at schools, and the development of the practical side of education, the following facts may be noted as coming within the events of the year under report:—

(*a*) The opening of an Industrial School at Lucknow for the sons of artizans or for those who desire to receive a manual training which will fit them to take up some industrial calling.

(*b*) The manufacture of scientific instruments through the agency of the Industrial School at Lucknow.

(*c*) The opening of a workshop in connection with the Muir Central College at Allahabad.

The experience of the past year, short as this has been, was more than sufficient to show that the teaching of science can never become naturalized in India, so long as schools are dependent on Bombay or London shops for the apparatus required for this purpose. It has been found that the teachers at the Industrial School, all of whom are trained men, can by the employment of local labour turn out instruments, which answer sufficiently well for instructive purposes at schools, at about half the cost at which such things are procurable from English shops. The workshop lately opened at the Muir College will, it is hoped, be similarly useful in supplying much of the apparatus that is needed for collegiate instruction.

5. The above measures have had some effect on European schools also. The high and middle standards prescribed in the European Code have, with the consent of the Government of India, been modified so as to bring them more nearly into the same groove with that of the "School Final" for Native schools and with the requirements of the Roorkee College. We are still left in suspense as to what the final constitution of the Roorkee College will be, as orders have not yet been passed on the recommendations that were made about two years ago by the Government of this province to the Government of India. But it is hoped that the greater prominence given to Drawing, Science, English, and the Vernacular, and the more consistent observance of the distinction between compulsory and optional subjects, will prove to be conducive to the end in view.

6. For the benefit of purely Vernacular schools two measures were introduced in the year under report:—

(*a*) The revision of the public Middle examination;

(*b*) The re-organization of Normal Schools.

Alternative courses in Science, Geometrical Drawing, and Agriculture (in addition to the compulsory subjects) have been sanctioned for schools of the middle rank; and the Normal School course has been so modified that teachers may hereafter be trained to give instruction in the alternative subjects, and be at the same time relieved of much of the labour entailed by the rules formerly in force.

7. The remaining events of the year may be summed up under the following headings: further details will be given hereafter in the proper places:—

(*a*) The establishment of a college department at Meerut, which has been affiliated up to the Intermediate standard of the University.

(*b*) The appointment of an Inspectress of Schools, near the close of the year under report, for the inspection of native girls' schools teaching English.

(*c*) The preparation and issue of a code of punishments for zila schools,—a thing that has long been needed by headmasters for their own guidance in a matter of much difficulty.

(*d*) The establishment of a system, by which aid is given by Government for the encouragement of school sports and exercises.

(*e*) The introduction for the first time of the new grant-in-aid code.

(*f*) The preparation and issue of a code of rules regarding the admission of students into Government colleges.

(*g*) The establishment of the Colvin School at Lucknow for the education of the sons and near relatives of the Talúqdárs of Oudh.

8. During the year under report an important scheme was prepared for the re-organization of the Educational Department of this province. Ever since the Public Service Commission concluded its sittings, graded appointments have not been filled up, and we

have been left in suspense as to what the constitution of the department is to be in future. We are still in the same suspense as before, awaiting the orders from the Secretary of State.

9. I turn now to the general statistics of the year under report. The following table shows the direct and indirect expenditure from *all sources*, public and private, on all such institutions as are either maintained or aided by the State through the agency of the Educational Department. It therefore excludes the Roorkee College, the Agra Medical School, the Patwári schools, and Indigenous schools; but it includes all those European schools which are examined and aided under the Indian Code. Statistics regarding those schools or colleges that are unconnected with the department are included among the general tables appended to this report; and those tables can be consulted if necessary.

Direct and indirect expenditure from all sources.

	1893.	1892.
	Rs.	Rs.
Direct expenditure.		
Colleges ...	2,62,389	2,43 779
Schools (general) ...	18,85,950	18,95,337
„ (special) ...	67,897	62,403
Total ...	22,16,236	22,01,519
Indirect expenditure.		
University ...	36,015	30,132
Direction ...	41,166	41,266
Inspection ...	2,50,048	2,52,399
Scholarships* ...	77,106	83,429
Buildings ...	3,35,694	2,99,423
Apparatus ...	38,987	29,550
Miscellaneous ...	1,12,643	1,04,652
Total ...	8,91,659	8,40,851
GRAND TOTAL ...	31,07,895	30,42,370

Direct expenditure means what is incurred in maintaining the tuitional staff. Indirect expenditure is distributed among the headings shown in the table.

10. The direct and indirect expenditure from *public funds* (Provincial and Local) is shown as below for the last two years:—

Direct and indirect expenditure from public funds (Provincial and Local).

	1893.	1892.
	Rs.	Rs.
Direct expenditure.		
Colleges ...	1,30,227	1,16 853
Schools (general) ...	10,45,067	10,35,784
„ (special) ...	56,728	54,044
Total ...	12,32,022	12,06,681
Indirect expenditure.		
Direction ...	41,166	41,266
Inspection ...	2,50,048	2,52,399
Scholarships* ...	41,849	45,180
Buildings ...	2,14,635	2,18,528
Apparatus ...	21,263	13,848
Miscellaneous ...	40,843	35,866
Total ...	6,09,804	6,07,087
GRAND TOTAL ...	18,41,826	18,13,768

*Includes expenditure on unaided institutions.

The increase of expenditure under the heading "Special" was owing to the establishment of the Industrial School at Lucknow. The increase under the head of "Apparatus" resulted from the requirements of the classes in science and drawing, and from supplying the Industrial School and the Government colleges with such apparatus as was needed.

11. The number of institutions of all kinds, the number of scholars in average daily attendance, and the *direct* expenditure *from all sources* on the various grades and kinds of education—University, Secondary, Primary, and Special—are shown in the following abstract for the last two years:—

Class of institution.		Number of institutions.	Number of scholars in average attendance.	Expenditure— From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For university education	1893	16	2,164	1,30,227	5,164	60,084	66,914	2,62,389
	1892	15	2,112	1,16,853	6,529	54,544	65,853	2,43,779
For secondary education	1893	464	49,707	4,46,148	55,876	3,60,448	1,17,911	9,80,383
	1892	461	48,508	4,27,068	50,187	3,41,200	1,25,891	9,44,346
For primary education	1893	4,060	141,312	5,10,047	22,744	37,096	34,583	6,04,470
	1892	4,159	141,877	5,20,065	26,399	37,614	34,088	6,18,166
Total	1893	4,540	193,183	10,86,422	83,784	4,57,628	2,19,408	18,47,242
	1892	4,635	192,497	10,63,986	83,115	4,33,358	2,25,832	18,06,291
For girls.								
For secondary education	1893	24	1,872	49,769	1,314	1,03,499	46,142	2,00,724
	1892	22	1,895	47,834	1,695	1,32,589	50,504	2,32,622
For primary education	1893	267	7,869	39,103	5,363	5,215	50,692	1,00,373
	1892	305	8,596	40,817	5,399	4,786	49,201	1,00,203
Total	1893	291	9,741	88,872	6,677	1,08,714	96,834	3,01,097
	1892	325	10,491	88,651	7,094	1,37,375	99,705	3,32,825
Total, boys and girls	1893	4,831	202,924	11,75,294	90,461	5,66,342	3,16,242	21,48,339
	1892	4,960	202,988	11,52,637	90,209	5,70,733	3,25,537	21,39,116
Schools for special instruction	1893	14	1,632	56,728	419	2,069	8,681	67,897
	1892	15	1,580	54,044	270	1,245	6,844	62,403
GRAND TOTAL	1893	4,845	204,556	12,32,022	90,880	5,68,411	3,24,923	22,16,236
	1892	4,975	204,568	12,06,681	90,479	5,71,978	3,32,381	22,01,519

12. The *indirect* expenditure *from all sources*, as distributed among the several classes of institutions, is shown in the following abstract, so far as the distribution can be distinguished:—

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1892-93.

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	36,015	...	36,015	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36,015	...	36,015
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,166	...	...	...	41,166
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,50,048	...	...	...	2,50,048
Scholarships ...	11,840	790	...	18,302	30,932	29,676	2,386	1,073	10,537	43,672	77	72	...	1,891	2,040	256	206	462	41,849	3,248	1,073	30,936	77,106
Buildings ...	2,030	...	...	18,072	20,102	1,11,236	3,348	5,120	88,209	2,07,913	66,038	1,706	1,458	3,146	72,348	2,427	...	2,427	2,14,635	5,054	6,578	1,09,427	(a)3,35,694
Apparatus ...	150	...	...	662	812	11,266	1,143	5,477	7,439	25,325	9,035	120	2,572	311	12,038	812	...	812	21,263	1,263	8,049	8,412	38,987
Miscellaneous ...	...	...	...	17,280	17,280	9,971	2,038	8,263	7,831	28,103	5,437	95	505	328	6,365	3,213	...	3,213	40,843	2,133	44,228	25,439	(b)1,12,643
Total ...	14,020	790	36,015	54,316	1,05,141	1,62,149	8,915	19,933	1,14,016	3,05,013	80,587	1,993	4,535	5,676	92,791	6,708	206	6,914	6,09,804	11,698	95,943	1,74,214	8,91,659

(a) Details of Rs. 32,904 not given.
(b) „ „ 57,682, miscellaneous expenditure under "Direction and Inspection" not given.

13. The proportion which one source of direct expenditure has borne to another during the last three years is shown below in the usual form; the variations from year to year are very slight:—

	1892-93.	1891-92.	1890-91.
	Rs.	Rs.	Rs.
From public funds	56	55	53
„ Municipal funds	4	4	4
„ fees	25	26	26
„ endowments, &c.	15	15	17
Total ...	100	100	100

14. The following table shows how the direct expenditure was distributed between Government and aided institutions of the various grades and kinds, and what proportion one item bears to another:—

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from—		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	83,745	33,168	1,16,913	72	28	6·8
Secondary	3,03,032	1,86,241	4,89,273	62	38	24·6
Primary	5,00,572	57,216	5,57,788	90	10	40·6
Special	49,368	1,261	50,629	97	3	4·0
Aided.						
Colleges	46,482	98,994	1,45,476	32	68	3·8
Secondary	1,92,885	4,98,949	6,91,834	28	72	15·7
Primary	48,578	98,477	1,47,055	33	67	3·9
Special	7,360	9,908	17,268	43	57	·6
Total ...	12,32,022	9,84,214	22,16,236	56	44	100

The chief item of the Government expenditure is on the public elementary schools under the District Boards. This came to over five lakhs of rupees, and absorbed 40 per cent. of the total expenditure from public funds. To this should be added a large part of the expenditure from the same source on Government schools, Vernacular and English, of the secondary grade, since three-fourths or more of the pupils attending such schools are in the primary grade of instruction, receiving the same kind of teaching that they would get if they were attending purely primary schools. As regards aided schools, the bulk of the expenditure from public as well as private funds is on secondary schools, in almost all of which English is the backbone of the instruction. A good deal of this expenditure is also given to European schools aided under the Code.

15. In the following abstract the race and religion of the pupils and the proportion of each class to the total number are shown for the last two years:—

Race and religion.	1892-93.		1891-92.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	173,921	80·75	170,585	80·58
Muhammadans	34,660	16·09	33,706	15·92
Europeans and Eurasians	2,709	1·25	2,517	1·19
Native Christians	4,001	1·86	4,671	2·21
Miscellaneous races or religions ...	100	·05	207	·10
Total ...	215,391	100·00	211,686	100·00

This table, like the preceding ones, takes no account of students attending the Roorkee College, the Agra Medical School, the Patwári schools, or the Indigenous schools; but it includes the European schools, as these are very closely connected with the Educational Department.

SECTION II.—CONTROLLING AND INSTRUCTING AGENCIES.

16. In October 1892, the substantive Directorship of Public Instruction was conferred upon myself, after I had been officiating in the post for the six months previous. My own tours during the year under report were chiefly through Bánda, Etáwah, Agra, Jhánsi, Meerut, Bareilly, Cawnpore, Lucknow, Fyzabad, Gorakhpur, Jaunpur, Benares, and Mirzapur. The main object of these tours was to watch the progress of the science and drawing classes at the selected schools, and to see what further extension of such studies might hereafter be advisable or practicable. I was also deputed by the Government to pay a visit to Lahore in July 1892 for the sake of considering, in consultation with the Principal of the Mayo School of Art, what standards should be prescribed in drawing for the newly opened classes, and of studying the question of technical education at the Industrial or Technical School, Lahore, with a view to the establishment of a similar institution at Lucknow. I beg to acknowledge with thanks the valuable assistance that I received at Lahore from all officers in that city, whom I had occasion to consult in regard to such questions.

17. In the same month (October 1892) the Inspectorship of Schools for the Second or Oudh Circle (which had been held by myself for some 14 years previously to March 1892), was made over to Mr. Marlborough Crosse, who has held the appointment ever since. Mr. Boutflower has continued in charge of the First or Agra Circle, Mr. Welby in that of the Third or Allahabad Circle, and Mr. Dodd in that of the Fourth or Bareilly-Kumaun Circle. The officer last named has also had charge of the European schools of the province. Two of the officers named (Mr. Welby and Mr. Crosse) have not yet been confirmed in their appointments, owing to the suspense in which the department is still held for want of orders from England as to what the future organization of the inspection agency in the province will be. I have much reason, however, to be satisfied with the manner in which both of them have discharged their duties since they have been in charge. Mr. Welby has been officiating for the last three years, during the whole of which time the educational work of the Third Circle has gone on smoothly and successfully in all respects.

18. The duties of the Circle Inspectors consist in the management of Government zila schools and of any other English-teaching schools which have voluntarily placed themselves under the control of this department; the inspection of those English-teaching schools that are aided and examined under the grant-in-aid code; the supervision of vernacular schools; in the inspection of Deputy Inspectors' offices, and in corresponding with the Chairmen of District Boards on matters connected with the Board Schools. In the discharge of the duties last named, the Circle Inspectors have the help of a class of officers termed Assistant Inspectors, whose rank is intermediate between that of a Circle and a Deputy Inspector, and who are held immediately responsible to the department for the efficiency of the purely vernacular work. During the year under report there were as before nine officers of this class, to each of whom five or six districts are assigned except in the case of Kumaun, which consists of a smaller number of districts spread over a wider and more rugged area. Pandit Lakshmi Shankar Misra, who officiated as Inspector in Oudh from April to October 1892, reverted in the month last named to his substantive post as Assistant Inspector of Benares. No other changes have occurred in the *personnel* of Assistant Inspectors during the year under report.

19. Mr. Gough has remained in charge of the Muir College Principalship, which he has conducted with his usual ability. Dr. Thibaut, the Professor of English, who left India on furlough in December 1891, did not return to the College till the end of January 1893. During the year under report Mr. Goodrich, M.A., late scholar of Balliol College, Oxford, was added to the Muir College Staff as Professor of History and Political Economy. He joined his appointment in October 1892, and in addition to his ordinary duties he continued to teach the English Literature Course in the first and third year classes until Dr. Thibaut returned from leave. The Muir College has now a more complete professorial staff than it has ever had before; a Professor of Philosophy (the Principal, Mr. Gough), a Professor of English Literature (Dr. Thibaut), a Professor of History (Mr. Goodrich), a Professor of Mathematics (Mr. Homersham Cox), and a Professor of Physical Science (Mr. Murray), besides Assistant Professors in English, Mathematics, and Physics, a Professor of Sanskrit, and a Professor of Persian and Arabic. The College is therefore better able than before to give instruction in the various alternative courses prescribed by the Provincial University for the Intermediate, B.A., and M.A. examinations. But as some of the classes are large and the subjects of study very various, pressure immediately begins to be felt, if any member of the staff is absent on furlough or through sickness.

20. Mr. Wright has continued to hold the Principalship of the Queen's College, Benares, the only other large State College in this province. Here, too, an important addition was made to the professorial staff within the past annual session. In November 1892, Mr. Jennings, a graduate of Oxford (appointed by the Secretary of State, as Mr. Goodrich also was), took up the new Professorship of English Literature and Logic; and hence Mr. Venis, who, up to that time, had been Professor of English, was gazetted as Professor of Philosophy, for which branch of work he was especially fitted. In the Benares College there are altogether three European Professors (Mr. Wright, Mr. Venis, and Mr. Jennings), a Native Professor of Physical Science (Babu Abhaya Charan Sanyal), and a Native Professor of Mathematics (Mohendra Nath Datta). The Benares College, therefore, is not so well equipped as the Muir College, and Mr. Wright could not have sub-divided his large Intermediate classes into sections, as he was forced to do on account of their increasing size, had it not been for the help that he was able to get from Mr. Bacon, the Head Master, and three of the Assistant Masters of the school department that is attached to the college. Babu Abhaya Charan Sanyal, who, up to August 1892, held the title of Assistant Professor of Physical Science, was promoted to the title of Professor with a small increase of pay from the date named. He has a particular love of the subject on which he lectures, and the Principal speaks of his work with great satisfaction.

21. Among the aided colleges, one of the chief facts to be noticed is that Mr. Siddons resigned the Principalship of the Bareilly College near the close of the year, in order to take over charge of the Colvin School at Lucknow established for the sons and near relatives of the Talúkdárs of Oudh. Mr. Siddons has been succeeded by Mr. Nesbitt, under whom the several improvements suggested by his predecessor before giving over charge have been zealously and successfully pushed forward. The new Principal, however, still feels the want of a European Professor of English Literature. At present the Bareilly College, though it is yearly rising in importance, has only one European on the staff, *viz.*, the Principal himself, and thus it is placed at a serious disadvantage as compared with the other large colleges. At the close of the previous year the Canning College, Lucknow, suffered a severe loss from the death of the young Professor, Mr. McKeggie, who had joined the staff in October 1891. He has been succeeded, since the opening of the session under report, by Mr. Young, late Principal of the Jabalpur College, Central Provinces, who had lately retired on pension, and whom Mr. White (the Principal of the Canning College) finds a most valuable addition to his staff. The Canning College has now a staff of four European Professors (including the Principal himself), besides a Native Professor of Persian and another of Sanskrit. In the Agra College the year has been marked by the death of Mr. Harris, Assistant Professor of English, whose place has been filled and well filled (as the Principal reports) by Mr. Anthony. No changes in the staff of the Aligarh Muhammadan Anglo-Oriental College are reported by the Principal. Mr. Bonnaud has been appointed Principal of the new aided college at Meerut, that was opened at the commencement of the annual session under report and has now been one year in existence.

22. Lastly, before closing my remarks on the subject of this section, it remains to say a few words about the agencies employed for the management of those public examinations that are not held by the University, and for the inspection of the science and drawing classes that were opened from the commencement of the last session. The Middle examination of Vernacular schools and the High standard examination of European schools were managed, as in previous years, by Mr. Wright, the Principal of the Benares College, who in this matter has for several years past rendered most valuable assistance to the department by the care and judgment that he has displayed. Both of these examinations take place in December, and the amount of work thrown upon the Manager (or Registrar, as he is correctly called) in getting all the papers printed and circulated, and subsequently in compiling the results, is very onerous. The Middle examination of Anglo-Vernacular schools was managed, as in previous years, by Dr. Thibaut, and this very arduous task has been accomplished with the same ability and judgment as heretofore. When a new Registrar is appointed for the Allahabad University, it is not improbable that the Registrarship of the University will be combined with that of the public examinations just referred to. The inspection of the drawing classes has been in the hands of Mr. Crosse (the new Inspector of Oudh), who had had experience in the teaching of drawing at a public school in England. Three rounds of inspection of the drawing classes were made by him during the year under report, and a final examination on paper of all these classes was held in April last. The management of the drawing classes has been an entire success in Mr. Crosse's hands. Mr. Murray, Professor of Physical Science at the Muir Central College, was kind enough to undertake the supervision of the science classes during the last session and of the manufacture of a trial set of scientific instruments at the Industrial School, Lucknow. The first batch of teachers appointed to the selected zila schools were deputed to attend the Muir College for one week in December 1892, when they were put through the prescribed Science course, and examined by Professor Murray in the use of the instruments, with which each school had been supplied. At the

request of the teachers themselves, Mr. Murray made a round of inspection towards the close of the session, and examined their classes orally. He also held a written examination in April, the results of which will be shown below in the proper place.

SECTION III.—UNIVERSITY EDUCATION.

23. According to the University Statutes as last revised, there are now three doors of entrance to collegiate education in connection with the provincial University, *viz.*, (1) the ordinary Matriculation examination conducted by the University itself; (2) the School Final examination, which will be conducted by the University, as soon as the first batch of candidates is prepared to appear, *viz.*, in April 1894, and (3) the High Standard examination of European schools, which is conducted by the Educational Department, but accepted by the University as entitling every student who has obtained the ordinary certificate to the privilege of Matriculation, provided he has passed in English and Mathematics. The regulations regarding the two examinations last named were passed at the annual meeting of the Senate held in January 1893. This is not the first year in which students who have passed the High Standard of the European Code have been allowed to matriculate, but the terms of the regulation have been amended with reference to the recent changes in the High Standard scheme, and the admission fee of Rs. 10 required by the former regulation has been very properly cancelled. The imposition of such a fee was unjust, as students at European schools pay already an equal sum for admission to their own High Standard examination.

24. In the year under report there were three Government institutions, five aided, and six unaided ones in this province,—altogether 14 institutions,—preparing candidates for one or more of the University standards that follow matriculation. The subjoined abstract shows what the average monthly enrolment has been for the last three years :—

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March—		
		1893.	1892.	1891.
State Colleges ...	Muir Central, Allahabad...	291	282	299
	Queen's, Benares	228	188	174
	College Department, Fyzabad	42	38	37
Aided Colleges ...	Agra	235	236	200
	Canning, Lucknow	254	227	228
	Muhammadan Anglo-Oriental, Aligarh ...	103	96	102
	Bareilly	93	94	84
	Meerut	28	...	...
Unaided Colleges, or College Department of Schools.	St. John's, Agra	68	56	32
	St. George's, Mussoorie	11	12	9
	St. Peter's, Agra	4	5	2
	Christian College, Lucknow	31	43	...
	Women's „	6	...	...
	Christ Church, Cawnpore	9	...	...
	Total ...	1,403	1,277	1,167

It will thus be seen that the rate of increase has been about 100 students per annum. Since the previous year three new colleges or college departments have been added to the list—the Aided College at Meerut, the Unaided Women's College at Lucknow, and the Unaided College at Cawnpore attached to the Christ Church School, S. P. G. On the other hand, one college or college department has dropped out of the list, *viz.*, the London Mission High School, Benares, which has now ceased to give instruction beyond the matriculation stage.

25. Among the colleges named in the above list, three presented M.A. candidates during the year under report, *viz.*, the Muir College, the Agra College, and the Canning College; seven presented B.A. candidates, *viz.*, the three already named, together with the Queen's College, Benares, the Bareilly College, the Aligarh College, and St. John's College, Agra. The remainder, seven in number, *viz.*, the Fyzabad College, the Meerut College, St. George's, Mussoorie, St. Peter's, Agra, the Christian College, Lucknow, the Women's College, Lucknow, and the Christ Church College at Cawnpore, have not at present gone beyond the Intermediate or First Arts stage, and some of these, having been only one year in existence, have not yet been able to present candidates for the Intermediate examination.

26. The following abstract shows for the last three years what the expenditure has been in the six principal colleges (*vide* the names given in the following paragraph), and from what sources it has been met :—

	1893.	1892.	1891.
	Rs.	Rs.	Rs.
From public funds	1,06,365	94,014	99,657
„ municipal funds	4,840	5,820	6,225
„ fees	45,378	40,358	39,246
„ other sources	61,376	58,885	52,112
Total ...	2,17,959	1,99,077	1,97,240

The expenditure from public funds has thus increased by Rs. 12,351. This is owing to the appointments (already referred to in paragraphs 19 and 20) of two additional European Professors, one of whom was posted to the Queen's College and the other to the Muir Central College. The decrease of expenditure from municipal funds has occurred in the Agra College, to which the municipality of that city contributed last year Rs. 1,250 less than heretofore. The increase of expenditure from "other sources" has occurred in the Agra and Bareilly Colleges;—in the former to make up for the deficiency in the municipal allotment, and in the latter to defray the cost of the physical science apparatus, which was procured in the course of the last annual session. The income from fee receipts has again risen by over Rs. 5,000. In the year 1889 the total income from fees was Rs. 21,231: so in the space of five years it has more than doubled.

27. The distribution of the expenditure from public funds among the six principal colleges is shown below for the last three years :—

Class of college.	Name of college.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1893.	1892.	1891.	1893.	1892.	1891.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central	34,627	28,010	36,364	119	99	122
	Queen's	30,725	26,966	26,809	135	143	154
	Total ...	65,352	54,976	63,173	126	117	134
Aided ...	Canning	20,333	18,499	15,932	80	81	70
	Agra	7,000	7,000	7,000	30	30	35
	M. A.-O., Aligarh	7,200	7,200	7,200	70	75	71
	Bareilly	6,480	6,339	6,352	70	67	76
	Total ...	41,013	39,038	36,484	60	60	59
	GRAND TOTAL ...	1,06,365	94,014	99,657	88	84	p 92

Thus in the two State colleges combined there has been an increase of expenditure amounting to more than Rs. 10,000, the reasons of which have been explained already. The increase at the Muir College would have been considerably more, if Dr. Thibaut had not been absent for the greater part of the year. Among the four aided colleges the State expenditure has been stationary, except in the Canning College, where it has increased by Rs. 1,834. During the year under report an additional allotment of Rs. 2,400 per annum was made to the Aligarh College for the appointment of a fourth European Professor; but none of this money was drawn, as the Professor expected from England has not yet arrived.

The average cost per student in the Queen's College, Benares, has decreased owing to the increasing attendance, notwithstanding the appointment of an additional European Professor. In the four aided colleges the average cost per student has been almost the same for the last three years. At the Muir Central College the cost has risen by Rs. 20 per student.

The M. A. Examination.

28. As was explained in my report for the previous year, the M.A. Examination in this province still commands only a small number of candidates, although there has

been some increase since the year referred to. The result of last year's examination is shown in the following statement:—

Institution.	Subjects of examination.									
	English.		Arabic.		Mathematics.		Physics.		Chemistry.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir College...	6	3	1	1	...	...	3	3	1	1
Agra „ ...	4	2	...	...	1	1	...	...	1	1
Canning „ ...	2	1	...	...	...	...	1	1	...	...
Total ...	12	6	1	1	1	1	4	4	2	2

In the year 1892 the total number of M.A. candidates was 13, and the number of passmen nine. In 1893 the number of candidates, as shown above, was 20, of whom 14 obtained the M.A. degree. The number of candidates in English has risen from 8 to 12, in Physics from 1 to 4. In Chemistry and Mathematics the number of candidates has been the same in both years. Eleven out of the 20 candidates were from the Muir College, of whom all but three were successful. The Canning College sent up 2 candidates, one of whom headed the University list in English, and another headed it in Physics, while a third, who had attended for only one year and trusted to his own private study in English, failed. The Agra College sent up 6 candidates, of whom 4 were successful. All the candidates who appeared for the M.A. examination in Mathematics, Physics, or Chemistry, came out successful. The candidate who appeared in Arabic was successful also.

29. The entire University course from Matriculation to the M.A. degree occupies 6 years, two years from Matriculation to the Intermediate, two from the Intermediate to the B. A. examination, and two from the B.A. to the M.A. The great difference between the M.A. examination and all that precede it is its *special* character, the student's whole time and attention being given up to one subject and one only, whereas in the previous examinations his attention is divided between a variety of subjects and he has less chance of becoming thoroughly proficient in any one of them. In the following remarks Mr. White, the Principal of the Canning College, has shown very forcibly how difficult it is to keep an M.A. class together, and yet how very important it is that principals of colleges should neglect no means of attempting to do so:—"The temptation to drop off in the course of the year and seek for employment is too strong for many students, and all the time and trouble they have cost their professor is lost. We hope, in the course of time, to see our M.A. classes well filled. This is most desirable because in the Intermediate and B.A. classes the mind of the student is distracted by a variety of subjects; whereas in the M.A. course he can devote all his attention to the one special subject in which he is most deeply interested, and study it thoroughly. Full M.A. classes would also make possible a scheme which several of the principals and professors have had at heart and frequently discussed among themselves for some years past, *viz.*, that each of the colleges connected with our university should specialize in the higher teaching of some particular subject; and thus by the transfer of advanced students from one college to another, according to their choice of subject, economize labour and render real scholarship attainable. The colleges would then co-operate in one grand aim, and have a mutual interest in each other's efficiency." To carry out a scheme of this kind (the beneficial character of which would seem to be unquestionable) would require as much firmness as unanimity and disinterestedness on the part of the principals of the different colleges; for the chief obstacle to be overcome (if I am not mistaken) would be the repugnance of students to leave the place, in which they can reside economically and conveniently with some relation or family friend, who maintains them during their attendance at college.

The B. A. Examination.

30. The examination for the B.A. degree is sub-divided into an A or Literary course, and a B or Scientific one. The results of the last examination in both courses can be seen from the following abstract:—

College.	Course A.						Course B.					
	Candidates.	Passed in—			Total.	Percentage.	Candidates.	Passed in—			Total.	Percentage.
		First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Muir College ...	54	2	19	7	28	52	14	2	5	2	9	64
Agra „ ...	26	1	15	2	18	69	10	1	3	1	5	50
Queen's „ ...	31	1	8	5	14	45	7	...	3	...	3	43
Canning „ ...	43	...	15	12	27	63	10	...	3	5	8	80
Bareilly „ ...	11	...	5	2	7	64	...	...	...	...	...	...
Aligarh M. A.-O. College.	15	1	7	1	9	60	1	...	1	...	1	100
St. John's College	4	...	4	...	4	100	1	...	...	...	...	...
Total ...	184	5	73	29	107	58	43	3	15	8	26	60

The percentage of passmen to examinees in both courses is almost equal. But the number of candidates for the A course, as compared with that for the B, was 184 to 43, a ratio of 100 to 23 against a ratio of 100 to 20 in the previous year. In the year 1890-91 the proportion of candidates for the B course was 18 per cent.; so at the end of 3 years there has been an increase of 5 per cent. in the proportion of B candidates. The Muir College presents the largest number of candidates for both courses, and the Canning College comes next. Regarding the Canning College the Principal writes—"This is the highest result the college has ever attained." He also draws attention to the fact that one of the graduates in the last examination is the son of a talúkdár, who is a member of the Canning College Committee.

31. The following table shows, in the usual form, the number of failures in each subject. It will be seen from this table that there was no subject in the last examination in which an unusual number of candidates failed.

College.	Candidates.	Passed.	Percentage of passes.	Number of failures in—				
				English.	Mental and moral science.	Second language, history, or mathematics	Physical science or additional mathematics.	Aggregate.
Muir College ...	68	37	54	25	16	7	2	26
Agra „ ...	36	23	64	6	6	7	1	10
Queen's „ ...	38	17	45	15	9	8	1	13
Canning „ ...	53	35	66	12	13	7	...	14
Bareilly „ ...	11	7	64	2	4	...	...	3
Aligarh M. A.-O. College	16	10	63	2	5	2	...	2
St. John's College ...	5	4	80	...	...	1	1	1
Total ...	227	133	59	62	53	32	5	69

32. *The A and B courses.*—Before leaving the subject of the last B.A. results it may be remarked that the two courses are not really so distinct as their names imply, nor so distinct as might probably be desired. So long as English literature is a compulsory subject in both courses (and this it is and has been hitherto), it is hardly correct to call the one literary and the other scientific. However well a candidate may have done in mathematics or science, he loses his degree and gets no credit for his proficiency in such subjects, if he fails in English. Again, if he takes a high place in the Division list of the B graduates, it does not at all follow that he stood particularly high in science, as he may have gained his high marks in English, while a man decidedly his superior in science may have been placed below him. The B.A. certificate on the B side is therefore liable to be misleading. There is another weak point in the Regulations relating to the B course, which appears to demand removal. At present out of the three subjects to which a candidate for the B course is restricted, English and mathematics (the same as in the A course) are compulsory. This leaves him free to choose only *one* more subject—either some course of science or a further course of mathematics. "This," as Mr. Cox, the Professor of Mathematics at the Muir College remarks, "is very much to be regretted; for a student cannot understand physical science properly without some knowledge of analytical geometry and differential calculus; while on the other hand a student of mathematics will take much more interest in this subject if he is acquainted with some of its physical applications." He therefore urges that physical science and the additional mathematics be made *concurrent* courses instead of alternative or rival ones, as they are under the present Regulations. Mr. Murray, the Professor of Physical Science, is strongly of the same opinion:—"Besides the fact that a somewhat more extended course in mathematics gives the students a better mastery of principles, there are particular parts where the further mathematical course aids me directly. I find that I had to give a general sketch of the method of analytical geometry before I could get the students to grasp Maxwell's graphic method of investigating the properties of gases. * * * * Further, the cases where a knowledge of the differential and integral calculus is required, or is at least of the utmost service, practically cover my whole course. In short, I find that with my M.A. pupils I had to devote about one-third of my time to going over just such work as the further course of mathematics covers; and after all the result was not so satisfactory as if they had come to me already knowing it." The most obvious way of securing the end desired, *viz.*, that the study of physics should be concurrent with that of the additional mathematics instead of being alternative or antagonistic to it, would be to exclude English from the B course, or at least to exclude it from the rank of a compulsory subject. We already allow the Intermediate standard in English to be a sufficient

qualification for taking up the study of law, medicine, and engineering; and these subjects require quite as good a knowledge of English as physics or mathematics, nor are they of a more technical nature. Practice in conversation and accuracy of expression is what our students mostly need to make them more perfect in English, and this is as likely to be attained by the study of books dealing precisely with some definite series of facts as by the study of a purely literary course. Students who took for their B course three such cognate subjects as the following:—

The ordinary course of mathematics,
Physics with chemistry,
The further course of mathematics,

would be more entitled to hold a science certificate than such graduates as can be turned out under existing regulations. This too would be a further step in the specializing process, on the value of which some remarks have already been given in connection with the M.A. examination. It is anticipated that some definite proposals for modifying the present Regulations in the B course will be placed before the University during the current session.

33. Another point connected with the improvement of the B course is the question whether the fixing of text-books for each branch of science and mathematics might not be dispensed with. If each branch were defined by a syllabus instead of by naming certain books (as several officers interested in this subject would prefer) the examination would no doubt be more difficult, and the number of candidates for the B course might at first be rather less numerous than heretofore. On the other hand, the examination would be a much more thorough test of a candidate's knowledge and abilities; for the student instead of trusting to books would be forced to think more for himself and to rely less upon his memory. In the Entrance examination the entire course of arithmetic and algebra is defined by a syllabus, and not by text-books. What is possible in the lower examination might be possible in the higher one. Some definite proposals having this object in view will probably be placed before the University in the course of the current session.

34. *Supply of apparatus.*—As regards the supply of the apparatus and materials necessary for the teaching of the B course, I showed in my previous report that each of the large colleges, except Bareilly, was either amply or sufficiently supplied. During the session under report the defective state of things in the Bareilly College has been to a large extent remedied. "We have purchased from London and Bombay," as Mr. Nesbitt reports, "apparatus and chemicals to the value of Rs. 600, and a similar outlay in the coming session will well furnish our laboratory and make it quite equal to any calls likely to be made on it for a long time to come." It should be added that some changes have been made during the past year in the college building, so as to provide one room for a laboratory and another for a science class. This has been done at a cost below Rs. 500, by enclosing a side verandah and opening a skylight in the roof of the adjoining room.

35. *Workshop at the Muir College.*—Until lately all colleges in this province have been dependent on London or Bombay shops for every kind of science apparatus that has been supplied to them. A new departure was taken during the year under report for the establishment of a workshop in connection with the Muir Central College, in which such appliances may in future be made. Instruments supplied from England were often needlessly costly, and some of them (since no trial previous to purchase was possible) were found useless. Moreover, instruments could not be procured at the precise time when they were wanted, nor of the kind precisely needed for some particular experiment. And further, it was impossible to depend upon England for the repairing of such instruments as were in stock; nor could any reliance be placed on the unskilled labour procurable in the local market. The subject was talked over between Professor Murray and myself on several occasions, with the result that an application was made to Government for the establishment of a workshop at the Muir College, in which one skilled workman at least could be always entertained, with such casual labour in addition as might be required from time to time. This was sanctioned by Government in April last. The room for the workshop has been made at a cost of less than Rs. 500, and without any alteration or disfigurement to the general design of the college building, by enclosing the end verandah to one of the wings of the college. It happened that this verandah adjoined the class room in which Professor Murray lectures; and thus the room now provided for the workshop is very convenient of access both to him and to any student who may be invited to watch the making or repairing of instruments used in class. Of the educational value of such a workshop there can be no question. In the course of his letter on the subject, Mr. Murray writes as follows:—
"The establishment of the workshop would be a first step towards the development in the colleges of the more practical aspect of education in these Provinces, which has already been introduced into the schools. It is in fact almost a necessary consequence of the movement. Students could be encouraged to use tools and to make things for

themselves; and I think nothing is better calculated to give a practical bent to the mind than such facilities. In fact I never yet heard of any efficient laboratory, either at home or abroad, that had no such workshop as I suggest." A sum of Rs. 1,000 was granted by Government for the purchase of a lathe, tools, and whatever else might be necessary for equipping the workshop. Mr. Murray hopes by this means to be able to keep the two state colleges supplied, though it may still be necessary to procure instruments of unusual delicacy from abroad. Expensive indents from England will thus be avoided; and the teaching of science will be placed on a more practical basis than heretofore. Possibly some help may some day be given from the same source towards supplying English or Vernacular schools, but for the present at least the colleges must be provided first.

Intermediate Examination.

36. For the first time since the opening of our Provincial University, the Intermediate examination held in March last was sub-divided into two separate courses, termed, respectively, A and B, which are intended to lead up to the corresponding A and B courses of the degree examination. English, mathematics, and deductive logic are common to both. A classical language with either history or a further course in mathematics is prescribed for the A course. Elementary physics and chemistry with the same further mathematical course are prescribed for the B course. The bifurcation is somewhat analagous to that embodied in the School Final examination (to be described below), which the University has agreed to accept as an equivalent to the ordinary Entrance. In either case the choice offered to the student is between a classical language on the one hand, and science or some other modern subject on the other.

37. The following table gives the results of the last examination in both courses :—

Class of institution.	Name of institution.	Course A.						Course B.					
		Candidates.	Passed in— First Division.	Second Division.	Third Division.	Total.	Percentage.	Candidates.	Passed in— First Division.	Second Division.	Third Division.	Total.	Percentage.
Colleges.	Muir	40	4	8	5	17	43	21	7	4	5	16	76
	Canning	31	...	10	10	20	65	12	...	5	3	8	67
	Queen's	39	...	6	10	16	41	14	...	7	3	10	71
	Aligarh M. A.-O. ...	30	...	9	8	17	57	...	...	...	...	...	...
	Agra	51	3	7	4	14	27	15	3	6	3	12	80
	Bareilly	21	...	7	5	12	57	4	...	...	1	1	25
	Total ...	212	7	47	42	96	45	66	10	22	15	47	71
College departments of schools.	Fyzabad	13	...	3	6	9	69	...	...	...	...	...	...
	St. John's	14	...	5	1	6	43	6	...	3	...	3	50
	St Peter's ...	1	...	...	...	...	...	...	...	...	...	...	...
	Christian, Lucknow ...	18	...	2	3	5	28	2	...	...	...	...	...
	Meerut	1	...	...	...	...	...	...	...	...	...	...	...
	Women's, Lucknow ...	...	...	...	...	...	...	2	...	...	...	...	...
	Philander Smith Institute.	...	...	...	...	...	...	2	...	1	...	1	50
	Total ...	47	...	10	10	20	43	12	...	4	...	4	33
	GRAND TOTAL ...	259	7	57	52	116	45	78	10	26	15	51	65

38. In the 6 larger colleges the number of candidates for the A course (as we see from the above table) was 212, and for the B course 66. This gives a percentage of 76 in the one, and 24 in the other. The quality of the results, however, in the B course is superior to that in the A, not only in the general percentage of success, but in the number of passmen who were placed in the first division. Writing of the Muir College, Mr. Gough remarks—"The result would seem to show that many industrious and capable students are beginning to manifest a preference for the B course." In that college more than one-third of the candidates appeared for the B course, and they took

higher places in the division list. In the Queen's College the number of candidates for the B course was not so large; but the result was a good one, 10 having passed out of 14. In the Agra College the percentage of passmen in the B course was even better, while in the A course the failures were unusually numerous.

39. Among the remaining colleges, St. John's makes a very fair show in both courses. Owing to the want of apparatus the Fyzabad College (which teaches only so far as the Intermediate) has not been able hitherto to send up any candidates to be examined in the B course. But during the session under report, I obtained from the Curator of the Fyzabad Museum possession of all the scientific instruments that were lying idle there, and these have now been made over to the Principal of the Fyzabad College. A sum of Rs. 569 from fee savings has been allotted for supplementing whatever apparatus and materials are still required. Encouraged by these donations, a B section has now for the first time been formed at Fyzabad in the first year college class. As science classes were started last year in the school department under a special Science teacher provided by Government, it is expected that the B section will each year receive a sufficient number of recruits. What is still wanted to make the equipment complete is a science class room; but this I am glad to say is now in course of erection. The Meerut College was opened from 1st July 1892; and this, like the college at Fyzabad, will not aim (for the present at all events) at teaching beyond the Intermediate grade. The first year class opened with 19 students and closed the session with 22. Of these 12 were studying in the A course up to the close of the session, and 10 in the B. Seven of those in the A course took up the further course of mathematics, and five took up history as their alternative subject.

The Christian College, Lucknow, has a fine building standing on an open site in one of the best parts of the city. This is the second year in which it has sent up candidates for the Intermediate Examination; but its success so far has not been satisfactory.

40. It may be of some interest, before leaving this subject, to show how the bifurcation of studies has been accepted by the students since the re-opening of the colleges in July 1893. This can be seen from the following table:—

Colleges.		First year class.	Second year class.	Third year class.	Fourth year class.
Muir Central, Allahabad ...	A Course ...	61	64	29	38
	B " ...	28	30	19	14
Queen's College, Benares ...	A " ...	33	45	18	16
	B " ...	50	27	12	11
Canning College, Lucknow ...	A " ...	38	55	37	36
	B " ...	33	17	13	9
M. A.-O., Aligarh	A " ...	54	54	25	21
	B " ...	...	...	2	...
Agra	A " ...	33	57	27	36
	B " ...	26	14	9	13
Bareilly	A " ...	29	36	15	9
	B " ...	9	7	2	1
Fyzabad	A " ...	7	13	...	...
	B " ...	5	5	...	...
Meerut	A " ...	2	12	...	...
	B " ...	13	10	...	...
St. John's, Agra	A " ...	14	21	12	5
	B " ...	7	11	3	...
Christian, Lucknow ...	A " ...	6	10	4	3
	B " ...	...	3	...	...
Christ Church College, Cawnpore ...	A " ...	8	9	...	...
	B " ...	3	...	...	...
Total ...	A Course ...	285	376	167	164
	B " ...	174	124	60	48

It will be seen from the above table that in the first year classes, with which the session of 1893 opened, the number of students in the B course is now quite as large as could be desired at the Muir College, the Queen's College, the Canning College, and the

Agra College. Almost all the students at Meerut have now taken the B course, nearly half those at Fyzabad, and one-third of those at St. John's, Agra. The college at Aligarh has not so far opened a B section either for the B.A. or the Intermediate examination.

41. *Supplementary Intermediate Examination.*—During the year under report it was necessary to hold a supplementary Intermediate examination for the benefit of those candidates who had failed in the previous year, and whose former training had been on the old lines, before the bifurcation of studies was established. The results of this examination are shown below :—

Class of institution.	Name of institution.	Candidates.	Passed in—			Total.	Percentage.
			First Division.	Second Division.	Third Division.		
Colleges	Muir	45	...	...	21	21	47
	Canning	41	...	2	20	22	54
	Queen's	38	...	2	14	16	42
	Aligarh M. A.-O ...	7	...	...	3	3	43
	Agra	20	...	2	9	11	55
	Bareilly	22	...	4	10	14	64
	Total ...	173	...	10	77	87	50
College departments of schools.	Fyzabad	14	...	1	6	7	50
	St. John's	5	...	...	4	4	80
	St. Peter's	2	...	...	1	1	50
	Christian, Lucknow ...	8	...	...	1	1	13
	Meerut College ...	2	...	...	1	1	50
	Total ...	31	...	1	13	14	45
	GRAND TOTAL ...	204	...	11	90	101	50

It will be observed that not a single student passed in the first division, and that only 11 out of 204 candidates passed in the second. The additional year's study has enabled about half of these candidates to come out successful, but only in the third division. I regard this as a clear test of the accuracy of the examination held in 1892, in which they were not able to pass in any division.

42. The number of candidates who failed in the several subjects of the last Intermediate examination is shown below in the usual form. This statement includes all three lists, the A candidates, the B candidates, and the supplementary ones.

Name of institution.	Candidates.	Passed.	Percentage of passes.	Number of failures in—							
				English.	Classical language.	Mathematics.	History or Trigonometry or Conic Sections.	Logic.	Physics and Chemistry.	Physiography.	Aggregate.
Muir	106	54	51	35	6	38	6	1	1	...	41
Canning	84	50	60	17	3	27	5	...	2	7	19
Queen's	91	42	46	35	6	36	2	1	...	...	37
Aligarh M. A.-O. ...	37	20	54	4	...	17	...	1	...	...	6
Agra	86	37	43	31	9	37	7	2	1	2	35
Bareilly	47	27	57	13	3	15	3	3	1	1	15
Fyzabad	27	16	59	10	...	9	1	1	...	2	10
St. John's ...	25	13	52	8	1	11	...	...	...	...	7
St. Peter's ...	3	1	33	1	1	1	1	1	...	...	2
Christian, Lucknow ...	28	6	21	13	5	20	7	...	1	1	18
Meerut	3	1	33	2	...	...	...	...	...	1	1
Woman's	2	...	...	...	...	2	2	...	...	...	2
Philander Smith Institute.	2	1	50	...	...	1	...	...	...	...	...
Total ...	541	268	50	169	34	214	34	10	6	14	193

In the past, as in the previous, year the subject in which most failures occurred was mathematics, and next to mathematics English. In all other subjects the failures were very few. The general result—a percentage of 50 in the number of passmen—represents a satisfactory year's work.

43. *Rules for admission to colleges.*—Owing to the overcrowded state of the Intermediate classes at some of the larger colleges, it was necessary during the past year to frame rules, by which the right of precedence for admission to the first or second year class might be defined. The number of B.A. students has not yet become so large that any rules are required for a similar purpose. The first rule restricts to 60 the number of students admissible into an intermediate class or section—a rule, which, if it errs at all, errs on the side of allowing too large a number to a single class or section. Precedence of admission to the *first* year class is allowed to holders of Government scholarships or of scholarships attached to the college, to candidates who have matriculated in the first or second division as against those who have matriculated in the third, to candidates who have matriculated in a collegiate school (that is, in a school attached to the college) as against candidates from outside schools, to students who are natives and residents of the province, or whose guardians are compelled by official duties to reside in the province, as against outsiders, and to students who belong to some section of the Indian population which has established a boarding house of its own in connection with the college. Precedence to the *second* year class is allowed to those who have passed the first year examination held by the Principal at the close of the annual session, or who having failed in the Intermediate Examination should, in the opinion of the Principal, be allowed to study for one year more. Students who are excluded by the above rules from any particular college will have no difficulty in obtaining admission to colleges elsewhere; for if the Intermediate classes at one or two of the larger colleges should have reached the prescribed limit of 60, ample space will still be left at the smaller colleges in different parts of the province.

44. *College boarding houses.*—Regarding the boarding houses attached to the different colleges, the following facts are quoted or compiled from the Principals' reports:—

Muir Central College.—"The accommodation for residential students, consisting of the two bungalows known as the old and new boarding houses, is scanty and unsuitable. The number of students resident in these two houses during the period under review was 49—26 in the old and 23 in the new. Numerous applications for admission had to be declined for want of room. The hostelry of the Muhammadan Boarding House Fund Committee, now building in the college grounds, is in rapid progress."—(Extract from Principal's report.)

Benares College.—In that portion of the boarding house which is set apart for college students as distinct from school students, there were 35 inmates last year, of whom 26 belonged to the English College, two to the Law Department, and seven to the Sanskrit Department. The college and school boarding houses are jointly placed under the management of a European Superintendent and a Native Master resident, who acts as Assistant Superintendent. "This," as the Principal reports, "has vastly improved the discipline and welfare of the institution in many ways."

Canning College.—"The rooms in the boarding house giving accommodation to 32 students were fully occupied. More than twice the number would be in residence if we could find quarters for them. This we hope to do when the new building (the estimates for which are being prepared) shall have been constructed. The conduct of the students has been good, and there has been no serious illness among them in the course of the year."—(Extract from Principal's report.)

Aligarh College.—"The number of boarders in March 1892-93 was 230 against 200 in March 1891-92. I think it important to bring to the notice of the Trustees that the boarding house was barely sufficient to accommodate the boarders last year, and that if there is any further increase this year, we shall stand in urgent need of the boarding house now under erection."—(Extract from Principal's report.)

Agra College.—"The boarding houses have been as full as ever, and I am happy to say there has not been a case of serious misconduct during the year, and only one case of sickness—small-pox—when the boy made a good recovery. Besides the general boarding house attached to the Agra College, there are four special ones established by different castes for their own convenience, *viz.*, the Bhargavas, the Rájputs, the Vaishyas, and the Játs."

Bareilly College.—"Thirty-nine out of one hundred college students were boarders—five Muhammadans and 34 Hindus. I should be glad to see the number of boarders largely increased; and we offer such exceptionally great advantages to those who board with us that I have great hopes that it will increase. Not only have we acquired full possession of the commodious buildings lately occupied by the Normal School, but the handsome and well planned boarding house generously built for us by His Highness the Nawáb of Rámpur is now ready for occupation, and should prove a great attraction to Muhammadan students from all parts of the province."—(Extract from Principal's report.)

The Law Departments.

45. The annual statistics for the eight colleges to which Law Departments have been attached are given below :—

Institutions.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.			
			Bachelor of Law.	High Court Vakíl.	Pleadership.	Total.
Muir College	115	41	9	...	6	15
Canning „	148	46	3	2	9	14
Queen's „	56	8	4	...	...	4
Aligarh M. A.-O. College...	69	12	2	...	2	4
Agra College	75	29	4	3	3	10
Bareilly „	35	2	2	...	...	2
St. John's „	69	...	...	...	...	...
Meerut „	48	...	...	...	...	...
Total ...	615	138	24	5	20	49

Since the previous year there has been an increase of 3 in the total enrolment, of 34 in the number of candidates for the various examinations, of 10 in the number of passmen for the decree of Bachelor of Law, and of 7 in the number of passmen for the pleadership examination. On the other hand, there has been a decrease of seven in the number of passmen for the certificate of High Court Vakíl. At the Benares College the Law Professor (Babu Jogendra Nath Ghose) has been brought on to the permanent staff, on a salary rising from Rs. 200 to Rs. 250 a month, which is more than covered by the fee receipts. The number of students attending these lectures is, however, far in excess of the number who think fit to appear for any of the examinations, and the Principal, Mr. Wright, professes himself unable to explain why so many of them are satisfied with merely attending the lectures and obtaining a certificate to that effect, or why they attend the lectures at all. At the Canning College, out of the 148 students enrolled in the Law Class, 96 were also students in Arts, and 52 were outsiders. The Law Professor at this college delivered 70 lectures to his class on the Law of Limitation. At the Aligarh College the Professorship of Law was, in July 1891, conferred upon Maulvi Syed Karamat Husain, Barrister-at-law. Between 1st November 1891 (when his lectures commenced) and 31st March 1892 the number of students in the Law Class rose from 37 to 66, and to 69 on 31st March 1893. Of these 69 students, 35 were Muhammadans and 34 Hindus. Here, as in the Benares College and elsewhere, the number of candidates for examination is small in proportion to the enrolment. At the Agra College the number in the Law Classes has fallen from 81 to 75, and the fees collected from Rs. 3,339 to Rs. 3,174: the fees of the Law Classes, however, amount to more than the cost, and nothing is spent on this subject either from the college funds or from the public treasury. At the Bareilly College two candidates appeared for the degree of Bachelor of Law, and both came out successful. No candidates have yet appeared either from St. John's College, Agra, or from the recently opened college department at Meerut. The Law Class in the institution last named had not been affiliated up to the close of the year under report.

The Oriental Departments.

46. First in importance among the Oriental departments we must place the Sanskrit College, Benares. On the 31st March 1893 the number on the rolls was 397 as against 414 on the same date of the preceding year. The annual examinations were held in January last. The total number of examinees was 328, of whom 207 were students of the Benares College itself, and 121 were outsiders from various schools or classes in the province or from Foreign States, wherever Sanskrit is taught. The table given below shows the distribution of examinees over the three examinations that are held from year to year, together with the examination results :—

Prathama	... 40 passed out of 129		
Madhyama { Entire course	... 12	„	24
Madhyama { Graduated course	... 54	„	92
Acháryá	... 70	„	83

Two candidates qualified for the Acharya degree in Vyakaran (Grammar); and two for the lower degree of Upádháya in Kávyasáhitya (Poetry, Rhetoric, &c.). The proceeds of the Griffith Memorial Fund, amounting to Rs. 283, are to be distributed, as in the last year, in the form of monthly scholarships to eight scholars, who have passed a creditable examination in one or more of the Darshanas (Philosophical Systems).

47. Distinct from the Sanskrit College proper, there is the Anglo-Sanskrit Department, which was attended by 39 students in the last annual session. "The results of the last terminal examination were," as Mr. Venis, who has charge of this department, reports, "more satisfactory than those of the previous year." One of the chief aims of this department is to combine, if possible, the study of Hindu philosophy with modern philosophical thought. No additions were made to the Sanskrit library owing to want of funds. The *Pandit* magazine was issued regularly. Three new volumes of the

Vizianagaram Sanskrit Series were published during the past year. The publication of this series is under the superintendence of Mr. Venis.

48. The Oriental Departments at the Canning College had the following enrolment on the 31st March of the last two years :—

Number of students on 31st March 1893, reading—				Number of students on 31st March 1892, reading—			
Arabic.	Persian.	Sanskrit.	Urdu or Hindi.	Arabic.	Persian.	Sanskrit.	Urdu or Hindi.
24	3	11	...	26	21	10	11

"There were formerly six teachers in this department," as Mr. White, the Principal reports, "two for each language, Persian, Arabic, and Sanskrit. As funds were required for the monthy grant to the Colvin School, it was resolved to dispense with the services of three of the number, and retain one teacher of Sanskrit and two of Arabic, the two Arabic teachers taking over the two Persian classes. When this arrangement was carried out, only a few of the boys in the Persian classes remained. The boys in each class of this department are gathered together by the personal influence of the individual teacher, in the same way as he would form a class in his own house. The result is that when he leaves for any reason, his boys leave with him, and the new teacher has to form a class for himself. There were five candidates from the Sanskrit class, who appeared at the examination of the Sanskrit College, Benares, and 2 passed, one in the Prathama and the other in the Madhyama ; and there were 2 who appeared at the Lahore examinations, one of whom passed in the Shastri or highest examination. There were two candidates from the Arabic Classes, who appeared at the Arabic or Mulla examination of the Muir College, and one passed in the Mulla ; ten at the Arabic examinations of Lahore, two of whom passed, one in the Maulvi Alim and one in the Maulvi Fazil. Three appeared in the Lahore Persian examination, one of whom passed in the Munshi."

49. The Mulla examination in Arabic, to which allusion has just been made, is held in the Muir Central College. The following are the results for the last two years :—

	1892.		1891.	
	Candidates.	Passed.	Candidates.	Passed.
Canning College, Oriental Department ...	2	1	2	2
Chasmai Rahmat School, Ghazipur	3	2	3	1
Total ...	5	3	5	3

SECTION IV.—SCHOOL EDUCATION, GENERAL.

§ I.—ANGLO-VERNACULAR SCHOOLS.

50. Schools for general instruction are sub-divided under two main heads, according as they do or do not teach English.

At Anglo-Vernacular or English-teaching schools the course of instruction comprises four different grades or standards—the high grade, represented by the University Entrance examination, or (as will be the case in 1894 and future years) by the School Final examination; the Middle grade represented by the Provincial Middle English examination ; the Upper Primary ; and the Lower Primary. For the two last no provincial or public examination of any kind is provided or would be possible. The last, the Lower Primary, covers four tuitional years ; the other three cover two years each. Thus the entire course of a fully equipped Anglo-Vernacular school covers ten years with ten classes or standards, classes X—VII, Lower Primary; classes VI and V, Upper Primary ; classes IV and III, Middle ; classes II and I, High.

UNIVERSITY ENTRANCE EXAMINATION.

51. The following abstract shows the combined or general results of the University Entrance Examination for the last two years :—

Class of school.	1893.						1892.					
	Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.	Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.
State ...	600	53	144	135	332	55	673	74	149	121	344	51
Aided ...	600	32	115	126	273	46	693	41	111	117	269	39
Unaided ...	62	5	9	13	27	44	58	3	5	16	24	41
Total ...	1,262	90	268	274	632	50	1,424	118	265	254	637	45

We see from the above that the percentage of success is a little higher all round in State, Aided, and Unaided schools alike, although there has been no lowering (more probably a raising) of the standard of difficulty. The number of candidates, however, has fallen from 1,424 to 1,262, or a decrease of 162, candidates from State schools having decreased by 73, and those from Aided schools by 93, while at Unaided schools there has been an increase of four. The percentage of success has shown a gradual but steady rise for the last three years. In 1891 it was 43; in 1892 it was 45; in 1893 it was 50.

52. The Entrance examination comprises four main subjects, English, mathematics, second language, history, and geography. The percentage of passmen in each of these is shown below for the last two years:—

Class of school.	1893.				1892.			
	English.	Mathematics.	Second language.	History and geography.	English.	Mathematics.	Second language.	History and geography.
State	72	79	94	68	67	79	91	78
Aided	65	69	89	64	56	63	81	68
Unaided	58	65	90	65	45	86	79	72

The changes between the two years are so slight as to call for no comment. In both years (and the same may be said of the year 1891 also) the highest percentage is gained by the second language, which, with very few exceptions, is Persian; for the number of candidates who take up Arabic or Sanskrit is very small. Hindus as well as Muhammadans find that Persian is the safest language to pass in, and many of them learn it at home, according to the traditional custom in Upper India. The geography paper was a good deal more difficult than usual; and hence the number of passmen under this heading was below the average.

53. In the following table results are compared circle-wise in the same form as that used in previous reports:—

Circle.	Class of school.	1893.							1892.						
		Number of schools.	Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.	Number of schools.	Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.
First.	State	8	102	8	18	21	47	46	9	151	21	39	33	93	62
	Aided	14	252	14	44	61	119	47	15	281	19	49	51	119	42
	Unaided	2	11	5	...	1	6	55	2	3	2	...	...	2	67
	Total ...	24	365	27	62	83	172	47	26	435	42	88	84	214	49
Second.	State	11	119	12	30	20	62	52	11	121	18	34	23	75	62
	Aided	6	118	5	22	24	51	43	6	134	5	23	16	44	33
	Unaided	2	13	...	1	3	4	31	2	13	1	1	2	4	31
	Total ...	19	250	17	53	47	117	47	19	268	24	58	41	123	46
Third.	State	7	235	17	61	59	137	58	7	262	17	55	40	112	43
	Aided	16	196	12	44	35	91	46	15	239	13	36	44	93	39
	Unaided	1	36	...	7	8	15	42	1	42	...	4	14	18	43
	Total ...	24	467	29	112	102	243	52	23	543	30	95	98	223	41
Fourth.	State	7	144	16	35	35	86	60	7	139	18	21	25	64	46
	Aided	2	34	1	5	6	12	35	4	39	4	3	6	13	33
	Unaided	1	2	...	1	1	2	100	...	...	...	...	...	...	...
	Total ...	10	180	17	41	42	100	56	11	178	22	24	31	77	43
	GRAND TOTAL ...	77	1,262	90	268	274	632	50	79	1,424	118	265	254	637	45

54. Regarding the schools of each circle, some extracts may be quoted from Inspectors' reports:—

First circle.—"The zila schools have not done well this year, the percentage of successful candidates having fallen from 62 to 46. The three schools at Aligarh, Farukhabad, and Muttra, which sent up the largest number of candidates, passed between them only 18 boys out of 58, Muttra being especially unfortunate. As I have before remarked, it is most desirable that new blood should be introduced into the teaching staff of this school. The remaining zila schools were fairly successful. Etáwah passed all its candidates; Saháranpur 75 per cent.; but the numbers sent up were in each case very small, and in the aggregate much less than last year.

"For the first time the Aided schools of this circle have just beaten the zila schools in the Entrance examination, passing 47 per cent of their candidates. Possibly the result would have been different if the high section of the Meerut Zila school had not been

converted into the high section of an aided collegiate school, as 18 boys passed out of an Entrance class of 33. This result is much above the average, and will strengthen the confidence of the public in the new college. The most successful of the aided schools, judged by percentages, is the St. John's Collegiate School; the Farukhabad Mission School and the Jhánsi City School have also done well. If the examination this year has been, as I suspect, more difficult than last year, the result would seem to indicate an improvement in the condition of the aided schools. They certainly ought to beat the zila schools of this circle, as in nearly all of them the head master and his principal assistants are better paid than in zila schools."

Second circle.—"The results, so far as zila schools are concerned, do not as a whole compare very favourably with those of the previous year, either in the number of passes or in the divisions in which the passmen were placed. Two schools have shown a marked improvement; Bahraich, which passed none last year, has passed four in this, with three in the first and one in the second division; Partábgarh, which passed 60 per cent. against 33. Lakhimpur, on the other hand, has greatly fallen off.

"The aided schools show better results than they did in the previous year, passing 43 against 33 per cent. The result in the Jubilee High School is a great improvement, as 43 per cent. have passed against 34 last year. Considering the material that Mr. Mutti had to work on, I think great credit is due to him for his hard work during the year."

Third circle.—"The zila school candidates of the year under review were much more successful than those of the previous year. The only school that does not show a high percentage of passes is Jaunpur. This, however, is a well taught and a well managed school, and the difficulty of the geography paper was the cause of many failures."

The aided and unaided schools in this circle are of considerable importance, most of them being either at Allahabad or at Benares. They have come out very well this year, not only in the number of passmen, but in the number placed in the first division. Among the unaided schools the most important is the Kayasth Patshála in Allahabad, founded by the liberality of the late Kali Prasad, a pleader of Lucknow.

Fourth Circle.—"Speaking generally, the fourth circle zila schools have this year done well at the late University Entrance. Bijnor passed eight out of ten, three being in the first division and 4 in the second. The Budaun School again acquits itself with credit, eight passing out of nine, with *one* only in the third division. Bareilly passes 41 out of 69, but more than half of these are in the third division. Shâhjahánpur has done better than it ever did before, 14 examinees being the highest number ever yet sent up, of whom 10 pass, with only 3 in the lowest division. Moradabad sent up a smaller number of candidates than usual, but the percentage of passes is higher, and the proportion of first and second division men is greater. The Pilibhít School has done fairly. The Government school at Almora did not do well; but good results may be expected when it gets its own building and when the remnants of bad teaching in former years will have been worked out of it."

55. I append, as usual, a couple of lists, showing firstly, those schools which did best, and secondly, those which did worst, in the last Entrance examination:—

Circle.	School.	Number of candidates.	Passed in Division— I.	II.	III.	Total number of passes.	Percentage of passes.
First	Saháranpur Zila High School	8	3	2	1	6	75
	Etáwah „ „ „ ...	9	3	2	4	9	100
	Mussoorie, St. George's College ...	4	2	2	...	4	100
	„ Philander Smith Institute ...	5	5	...	...	5	100
Second	Fyzabad Zila High School	14	1	6	3	10	71
	Sultánpur „ „	10	...	4	4	8	80
	Lucknow Women's College	7	...	5	...	5	71
Third	Cawnpore Zila High School	30	3	6	12	21	70
	Mirzapur „ „	14	1	7	2	10	71
	Ballia „ „	15	...	7	5	12	80
	Allahabad Girls' High School	1	...	1	...	1	100
	Cawnpore Christ Church School	13	2	5	4	11	85
	Benares Bengali Tola School	13	3	8	...	11	85
	Allahabad Anglo-Bengali Preparatory School ...	11	1	7	2	10	91
Fourth	Budaun Zila High School	9	3	4	1	8	89
	Bijnort „ „ „	10	3	4	1	8	80
	Pilibhí Municipal High School	4	...	2	1	3	75
	Shâhjahánpur Zila „ „	14	3	4	3	10	71
	Moradabad Girls' „ „	2	...	1	1	2	100
	Total ...	193	33	77	44	154	80

The list has been prepared on the same plan as that used for many years past in the annual reports, the percentage of passes being made the sole criterion of merit. I should have preferred, however, to omit all schools which sent up less than 7 candidates. A school which sends up a very small number of candidates, all of whom may happen to be clever and to whom an immense amount of individual attention can be given, can hardly be placed in comparison with a large school that sends up from 50 to 80 candidates, whom it is necessary to sub-divide into two or three different sections to be taught by men of various merits, and to whom it is impossible for a single headmaster to give much individual attention. Among the largest schools of the province, the Bareilly Collegiate School passes 41 candidates out of 69; the Allahabad High School passes 41 out of 67, which was a better result than that at Bareilly, because a larger number of successful candidates came out in the first and second divisions; the Jubilee High School, Lucknow, passes 25 out of 58; the Agra Collegiate School passes 30 out of 69, or rather less than half; the Benares Collegiate School passes 43 out of 84, or rather more than half. Considering how difficult it is to manipulate such large classes, and how impossible it is for the headmaster to thoroughly supervise the teaching given to them in the various branches of study, it appears to me that the above is a very creditable result, although the percentage of success is below that obtained by some of the smaller or smallest schools.

I note with satisfaction that two of the schools named in the above list are schools attended by native girls.

56. The list given below shows those schools which did worst at the last Entrance. Those marked with an asterisk have appeared in the same list for three years running. None of the others appeared in the similar list last year, except the Jumna Mission School.

Schools.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
Muttra Zila School	14	3	21	
Almora Zila School*	15	4	27	
Lakhimpur Zila School	7	2	29	
Agra, Victoria High School...	17	5	29	
Mainpuri Mission High School*	8	2	25	
Allahabad Jumna Mission School	23	6	26	
Azamgarh Church Mission High School*	22	6	27	
Almora, Ramsay College*	23	5	22	
Meerut, Queen's High School	6	1	17	
Lucknow Madrasalia Islamia	7	1	14	
Allahabad, St. Joseph's Collegiate School	3	...	...	
Basti, Church Mission High School	6	...	...	
Total ...	151	35	23	

57. *Changes in the Entrance course.*—Certain changes have been made in the subjects of examination in the Entrance course, which deserve a brief notice. There are in this course, as I showed in paragraph 52, four main subjects—English, mathematics, second language, and history with general and physical geography. The second and fourth have remained precisely as they were; but in the first and third (the two language courses) changes have been made, which I will now briefly describe.

Up to the close of the examination held in 1892, the English course consisted of two papers, the first on the literary course prescribed for the year, and the second a mixed paper including grammar and translation from Vernacular to English. For the examination of 1893 (and the same will hold good in future years) three English papers were given instead of two, the first, as before, on the literary course prescribed for the year, the second on grammar and idiom, and the third on translation from Vernacular to English. To each of these three papers an equal number of maximum marks is allowed, each being considered of equal importance. Translation from Vernacular to English is the only form in which a student's capacity to write English composition can be tested, for it is useless to expect *original* composition from students at this early stage. As very great importance is attached to translation, to give it a separate paper, instead of making it only a part of another paper, was a step in the right direction. So long as grammar was mixed up with the same paper as translation, it was impossible to give the student a fair chance of showing what he knew; so a separate paper was allotted to grammar also. As a set-off to the increased attention thus paid to translation and grammar, a reduction of about one hundred pages has been made in the literary course to be read for the first paper. It was even proposed by some to do away with a literary course altogether; but this was unanimously rejected by the Syndicate, and the same conclusion was upheld by a considerable majority at the annual meeting of the Senate. None of the Universities in Northern India has been able to discard a literary textbook as part of the prescribed course for Matriculation.

The other change relates to the second language. Hitherto two papers have been given in the classical language selected by the candidate,—Persian, Arabic, or Sanskrit. It has very lately been ruled by the Syndicate to devote only one of the two papers to the classical language, and to reserve the second paper for Urdu or Hindi. Thus a student taking up Persian would have one paper in Persian and a second one in Urdu. This change is a very recent one; and as two years' notice must be given, it cannot take effect before the examination of 1895, or two years from the opening of the session which began on 1st July 1893. It still awaits confirmation by the Senate. The Urdu paper will consist of translation from English to Vernacular, transcription from unseen Shikasta of moderate difficulty to Nastalik, and the composition of an original letter with the proper forms of courtesy and address. This is precisely the same Urdu standard as that which had been fixed several months before for the "School Final Examination," to be described below. That a change of some kind was needed for the Entrance Examination also was beyond question. After passing the Middle English the Vernacular was never touched; and B.A. graduates were turned out, who could not write their own language with clearness and rapidity. A case was brought to my notice of a graduate who had been appointed a Tahsíldár on probation, but was refused confirmation in consequence of his incapacity as an Urdu writer. I was told that this gentleman had graduated with Persian as his second language.

58. *The Second and Fourth class examinations.*—In each circle towards the close of the annual session the second and fourth classes of Government and Aided Anglo-Vernacular schools undergo a written examination at certain selected centres, under regulations issued by the Circle Inspector. The examination of the second class is held on the same lines as those of the Entrance, and that of the fourth on the same lines as those of the Middle.

"Examinations of this kind," as Inspector, II Circle, writes, "are most important, as they prevent foolish promotions due either to external pressure or to weakness on the part of headmasters, who do not seem to realize how they are lowering the standard of their schools and doing permanent harm to the students by so doing. It is most necessary, therefore, that some departmental check be kept upon promotions, and this system of examination appears to be the best one available." For aided schools, over which the Government Inspector has no direct control, such examinations are useful on other grounds, *viz.*, that they enable him to give more time to the careful and thorough examination of the Primary classes, when he holds his annual inspection with a view to determining what grant has been earned. As no public examinations can be held of these Primary classes, it is the more necessary that they should be inspected thoroughly *in situ* once a year at least, by the Circle Inspector; for if the Primary classes are well looked after and well taught, there need be less fear of the upper classes being ill-prepared for the public examinations.

School Final Examination.

59. The establishment of a School Final Examination, which should meet the needs of boys preparing for industrial pursuits and not desiring to carry their general education any further, was one of the proposals made by the late Technical Education Committee. A plan of this kind had been suggested and attempts made to carry it out some years before, in accordance with a recommendation made still further back by the Education Commission (appointed by Lord Ripon), that, as the Entrance Examination prescribed by the Indian Universities was not considered sufficiently practical for those students who desired to leave school at the Matriculation stage, some other examination should be established as an alternative. No definite steps, however, could be taken towards carrying out this object, until the Technical Education Committee was appointed in this province in 1891, and until the Provincial Government had declared its readiness to incur the necessary cost. In 1892 the University of Allahabad consented to undertake the management of the proposed examination, reserving to itself the right to modify the details in any way that might seem expedient to the Syndicate. In 1893 the regulations regarding the "School Final" (which had been in course of elaboration by the Syndicate in 1892) were finally passed at the annual meeting of the Senate held in January last. But in anticipation of the scheme being passed, science and drawing classes were started in certain selected schools from 1st July 1892. The scheme was therefore in operation from the commencement of the session under report, and hence the results of the first examination in the new course will be seen in March or April 1894, two years after the first introduction of the scheme.

60. The subjects of the School Final run in parallel lines with those of the ordinary Entrance, so far as the two examinations are working with a common aim. The two changes in the Entrance Examination (described in paragraph 57) would probably not have been made, if the question of a School Final had not been prominent at the time when these matters were discussed. The more practical character that is now given to the English course of the Entrance examination was decided on at a time when the School Final was in prospect; and the addition of an Urdu paper to the Entrance course has been directly borrowed from the regulations of the "School Final" that had been passed several months before.

In the subject of mathematics no change of any kind was needed.

In the subject of history and geography no change was needed, except that map drawing was added to the geography course of the School Final. The University at once agreed to add the same thing to the Geography course of the ordinary Entrance.

In the subject of English no change (for the reasons already shown) was needed in the three papers that are now required. But an oral examination has been added to the English course of the School Final, the aim of which will be to test the student's power to read correctly at sight, to write correctly *impromptu* from dictation, and to converse with the examiner.

The oriental classical languages are excluded altogether from the School Final. In the place of a classical language the alternative subjects offered to the student are science, drawing, book-keeping by single and double entry, agriculture, and political economy.

61. The two examinations have thus re-acted on each other, so far as their aims were common, and this to the advantage of both. I may add that the parallel or rather uniform character of several subjects and courses makes it much more easy for the two standards to be worked simultaneously in the same school. The point in which they very distinctly diverge, and will always do so, is the substitution of some modern subject for a classical language,—the same point of divergence that has been kept in view in the higher examinations of the University. The School Final thus serves two purposes—it meets the needs, firstly, of those students who desire to qualify for some industrial pursuit without carrying their education any further, and secondly, of those who desire to take up the B course in the Intermediate or degree examinations of the University.

The Science Classes.

62. In anticipation of the alternative subjects named above being sanctioned, as they have since been, a science section was opened on 1st July 1892 in class II, and a drawing section in classes VI, V, and IV, at five selected schools, *viz.*, the Collegiate School, Fyzabad, the Government Zila School, Allahabad, the Collegiate School, Bareilly, the Jubilee High School, Lucknow, and the Collegiate School, Meerut. To each school a science teacher (a graduate on the B side) was appointed on a salary rising in four years from Rs. 60 to Rs. 80, and apparatus and materials at a cost somewhat exceeding Rs. 500 were procured for each school. The books selected on the advice of Professor Murray were the Physics Primer by Balfour Stewart, and the Chemistry Primer by Roscoe, published by MacMillan and Co. At Lucknow the science section in class II at the close of the year under report consisted of 17 students; at Fyzabad of 15; at Bareilly of 16; at Allahabad of 14; and at Meerut of only 6, the smallest number enrolled for the study of science at any of the selected schools, although one of the objects for which the new Meerut College was opened was that students might be prepared for the Intermediate examination on the B side.

63. A written examination in the Physics course was held in April last under the superintendence of Professor Murray; and answers were received from each of the five schools, except Allahabad, where, by an unintentional error of judgment on the part of the headmaster, the question paper was not given to the students. The result was as follows:—

	Average marks gained per cent.
Jubilee High School, Lucknow	25
Collegiate School, Fyzabad	34
„ Bareilly	33
„ Meerut	35

Mr. Murray wrote a very full and clear report on the result, a copy of which was circulated to each school, and from which the following extract is quoted: "In reporting upon these papers and estimating the progress made, we must take into consideration the circumstances under which the work has been carried on. The subject was new to both teacher and pupil. The terms and technicalities were evidently a stumbling block to the latter, and the methods of instruction adopted by the teachers were perhaps not what we may hope they will yet become. We must remember also that some of the schools were late in receiving a complete set of apparatus. Bearing these things in mind, I think we must consider the results on the whole satisfactory. Several papers were very promising. They showed quite an accurate knowledge of the ground covered. The writers seemed able to express themselves comparatively well, and ought to make a good show at the School Final examination in 1894. Indeed, with a few exceptions, all gave evidence of having gained some knowledge of the subject." Attention is then called in Mr. Murray's report to the principal defects, all of which have been pointed out (by the circular issued from this office) to the teachers concerned. The tendency against which he especially cautions them is that "of allowing the students to follow slavishly the words of the text-book. This would be improved if their attention were called to the experiment more than to the book. They

should learn rather from what they see than from what they read. It would be a good thing, now and again, to select an experiment to be done before them, and immediately afterwards to make them write a full account of what they had observed."

64. The absence of the Allahabad science class from the final examination of the year held by Professor Murray was unfortunate. But the class had been examined orally by the same gentleman on a previous occasion, and there is no reason to think that the class at this school is at all inferior to the rest. Mr. Murray left the following remarks in the log-book :—" A large proportion of the boys answered my questions very intelligently. The teacher deserves credit for the large amount of enthusiasm he has awakened in the boys. I was gratified to see how much he had been able to accomplish."

Manufacture of apparatus at the Industrial School, Lucknow.

65. Whatever in the way of apparatus and chemicals is declared to be necessary in the lists of articles shown in the appendix to the prescribed text-books was supplied to each of the five schools from Bombay shops, but supplied with difficulty and on very short notice. A less expensive and more satisfactory plan has since then been set in motion. It has been found that almost all the instruments required for school use can be made by native workmen, provided their work is carefully supervised, and provided they are furnished with suitable models. A trial set of instruments has been made at Lucknow under the supervision of the headmaster of the Industrial School and from models borrowed from the Jubilee High School in the same city. Professor Murray has been kind enough to look after this work, and give the necessary directions to the headmaster. The first experiment has been decidedly successful. A very fair set of instruments, all of which are quite suitable for instructional purposes, has been made at a cost about 50 per cent. less than that of English articles procured from Bombay shops. The articles made at Lucknow under the supervision named are not inferior, and in some instances are superior, to those made at the Scientific Institute, Lahore, where the manufacture of such things has been of long standing. It has taken a long time to get the first complete set made. But it is hoped that less time will be necessary as further experience is gained, and that it will be possible by degrees to equip some Vernacular schools from this source, as well as those Anglo-Vernacular schools in which science sections will be opened hereafter.

The Middle English examination.

66. The Middle English examination is strictly preparatory to the Entrance, and by the introduction of certain alternative subjects (which have been very lately announced with Government sanction) it will in future be no less preparatory to the School Final also. This Middle examination is held, not by the University, but by the Department, under regulations issued from the Director's office. The results of the examination for the year under report are shown in the following abstract :—

Circle.	Class of school.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
			I.	II.	III.		
First	State	212	13	91	21	125	59
	Aided	447	17	141	51	209	47
	Unaided	14	...	4	1	5	36
	Total ...	673	30	236	73	339	50
Second	State	285	13	115	51	179	63
	Aided	152	3	41	26	70	46
	Unaided	37	...	7	5	12	32
	Total ...	474	16	163	82	261	55
Third	State	332	7	99	56	162	49
	Aided	477	6	122	73	201	42
	Unaided	80	...	29	12	41	51
	Total ...	889	13	250	141	404	45
Fourth	State	233	11	78	23	112	48
	Aided	147	...	49	17	66	45
	Unaided	4	...	...	2	2	50
	Total ...	384	11	127	42	180	47
Total	State	1,062	44	383	151	578	54
	Aided	1,223	26	353	167	546	45
	Unaided	135	...	40	20	60	44
	Total ...	2,420	70	776	338	1,184	49
	Private candidates ...	593	...	52	36	88	15
	GRAND TOTAL ...	3,013	70	828	374	1,272	42

67. The following table contains a comparative statement of candidates who appeared, and of candidates who were successful, at this examination for the last four years:—

Year.	Number of candidates.	Number of passmen.	Percentage of success.
1890	3,392	1,389	41
1891	2,431	659	27
1892	2,881	1,013	35
1893	3,013	1,272	42

The very serious falling off in the number of successful candidates in 1891 was due to the change that the examination underwent in that year, when it was transformed from one in which all special subjects were taught and examined through the medium of the Vernacular to one in which English predominates. The results of the last examination indicate that the schools have, to a large extent, succeeded in overcoming the difficulties connected with the stage of transition.

68. The requirements of the examination last year were on the whole the same as in the preceding years. These, as before, consisted of four main subjects—English, mathematics, second language, and history with geography and sanitation. The following table shows for the last two years the percentage of success in each of them :—

Class of school.	1893.				1892.			
	English.	Mathematics.	Second language.	History, geography, and sanitation.	English.	Mathematics.	Second language.	History, geography, and sanitation.
State Schools ...	58	78	80	67	70	53	79	56
Aided „ ...	50	69	69	54	60	43	64	50
Unaided „ ...	48	58	56	47	34	23	50	23
Private candidates ...	21	33	43	24				

In the second language the percentages of passmen are very nearly the same for both years. The language taken up by almost all the candidates is Persian, and, as usual, the number of passmen in this popular subject is higher than in any other. In mathematics the percentage of passmen is considerably higher in 1893 than it was in 1892. In English, on the other hand, the number of passmen is smaller by about 10 per cent. This is probably due to the increasing thoroughness of the test. Three papers were given in the last Middle, as in the last Entrance—one on the literary course, one on grammar, and one on translation from Vernacular. In this examination too, as in the Entrance, the amount of matter prescribed for the literary course has been considerably simplified and shortened, so that more time may be left for preparation for the other two papers. The number of failures was highest in the paper testing the candidate's capacity of translating from the Vernacular to English. The subject is a very important one and needs increased attention. The Inspector, 3rd Circle, is able to report some improvement in this matter, as he has been giving special attention to it in his annual inspections :—"This subject," he writes, "is receiving increased attention from me from year to year, and as the result about 50 per cent. of the classes passed my examination in oral translation. In order to appreciate this fact, it is necessary to bear in mind that a few years ago there was hardly a pupil in any of the classes who could render a line of Vernacular into grammatical English." The passes in the combined subjects of history, geography, and sanitation show no falling off, but have risen considerably. Nevertheless these subjects are not sufficiently attended to, and the percentage of success is generally smaller under this heading than under any other.

69. In the subjoined list I give the names of those schools, Government, aided, or unaided, which came out best in the last examination. The test has no doubt become much more severe than it was a few years ago. But the fact that 25 of the competing schools have been able to obtain such high percentages as those shown below shows that the strictness of the examination is not prohibitive.

Circle.	School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
First.	Muzaffarnagar Zila High School ...	15	1	10	1	12	80
	Etah „ „ „ „ ...	11	1	7	1	9	82
	Etáwah „ „ „ „ ...	18	5	8	1	14	78
	Roorkee Orman Middle School ...	11	4	5	...	9	82
	Sikandrabad Anglo-Vernacular Middle School.	10	...	8	...	8	80
	Kasganj Anglo-Vernacular Middle School	5	...	3	2	5	100
	Fatehgarh „ „ ...	11	...	6	3	9	82
	Jhánsi City High School	23	4	12	2	18	78
	Orai High School...	9	1	6	1	8	89
Second.	Sitapur Zila High School	22	..	15	3	18	82
	Fyzabad „	53	2	26	13	41	77
	Gonda „	11	2	8	...	10	91
	Bilgram Jubilee School	5	...	2	2	4	80
	Balrámpur Lyall Collegiate School ...	5	...	3	1	4	80
Third.	Fatehpur Zila High School	18	1	8	6	15	83
	Azamgarh National School	11	...	7	2	9	82
	Allahabad Kayasth Pathsala ...	32	...	25	4	29	91
Fourth.	Bijnor Zila High School	15	1	13	...	14	93
	Sháhjahánpur Zila High School ...	28	1	18	3	22	79
	Pilibhít Municipal School	6	...	4	1	5	83
	Chandausi „	11	...	6	3	9	82
	Amroha Anglo-Vernacular School ...	7	...	6	1	7	100
	Budaun Mission School	7	...	6	...	6	86
	Sháhjahánpur City Mission School ...	5	..	2	2	4	80
	Pauri Mission School	9	...	6	1	7	78
	Total ...	358	23	220	53	296	83

It is observable that in the above list the bulk of the schools are those which sent up less than a dozen candidates, and that many of these are small aided schools in out-stations. The keenness with which these schools, with their small incomes and small attendance, are entering into competition with larger and wealthier ones shows the extent to which the desire for English education is spreading among the people. Among the unaided schools the first place is taken by the Kayasth Pathshala, Allahabad. The only large school whose name appears in the above list is Fyzabad, which sent up 53 candidates and passed 41, or 77 per cent. Three other large schools have also done very creditably, *viz.*, Allahabad, Cawnpore, and the Jubilee High School, Lucknow. From all these combined the number of candidates was 192, and the number of passmen 100, or 52 per cent. The other three large schools, Benares, Bareilly, and Agra, all of which are collegiate schools, presented between them 263 candidates, of whom 80 passed or only 30 per cent. In the Benares School only 22 students passed out of the 91 presented. The Principal and Head Master ascribe the catastrophe "to the too liberal promotions that were made in the previous year from the 4th class to the 3rd in spite of failures in the various subjects of the annual examination of the 4th class. Warned by this, promotions from the 4th to the 3rd have this year been made with greater care, only 40 out of 88 being promoted, and 48 kept back. Also, with very few exceptions, those students of the 3rd class who failed in the Middle English of 1893 have been kept back for another year."

70. *Results in Foreign States.*—The Middle English examination of this province is attended by candidates from the schools of Foreign States (chiefly from those of Rájputána and Central India) as well as by those from our own province. The number

of candidates from outside states was 218, and the percentages of passmen were as shown below :—

	English.	Mathematics.	Second language.	History, geography, and sanitation.
Schools	74	89	87	78
Private candidates	33	56	42	38
Total ...	65	82	77	70

The percentages run higher than in our own schools, because the managers of foreign schools can and do select those students whom they consider the most promising candidates, whereas no such option is allowed to the schools of this department.

We are not much concerned in this province with the success or failure of schools in foreign states. But the fact of so many outside schools having elected to compete in this examination would appear to imply that the form in which it is now held and the courses of study prescribed for the various branches are neither unpopular nor unsuitable. The same schools prepare for the Allahabad Entrance also, and the colleges of the same states are affiliated to the Allahabad University.

71. *Bifurcation of courses.*—Towards the close of the year under report the subjects of examination for the Middle English were, as I mentioned just now, revised with reference to the new requirements of the Entrance and School Final examinations.

(*a*) In future examinations Urdu or Hindi will be a compulsory subject for all candidates alike, and two papers will be set, one in a prescribed literary course and the other on translation from English, the composition of an original letter, and (in the case of Urdu) transcription from Shikasta. The second of these papers is analagous to that which will in future be required both in the Entrance and School Final, and is in direct preparation for it.

(*b*) Students who desire to prepare for the School Final in preference to the ordinary Entrance will in future have the option of taking up an easy science course in lieu of history, geography, and sanitation.

(*c*) In lieu of the classical language, which is compulsory for those students who are in preparation for the ordinary Entrance, those students who intend to take up the School Final two years afterwards may choose between drawing and book-keeping as alternative subjects.

By this arrangement a candidate for the Middle English examination may receive some grounding both in science and drawing before entering upon the School Final course.

The Drawing Classes.

72. Drawing classes, to which allusion has more than once been made in the previous remarks, were from the commencement of the session under report opened at five selected schools,—Fyzabad, Bareilly, Allahabad, Meerut, and the Jubilee High School in Lucknow. These classes have been entirely under the management of Mr. Crosse, the new Inspector of Schools for Oudh. This new study was commenced in classes VI, V, and IV; for it was impossible to begin it in any class above the fourth. That it has been introduced with so much success is chiefly due to the care and judgment that Mr. Crosse has bestowed upon it, a task all the more difficult, inasmuch as the study was an entirely new one, never before attempted or heard of among the schools of this province, and the labour of superintending these classes was superadded to the duties of a Circle Inspector, which, if they are conscientiously performed, are by no means light. I subjoin an extract from Mr. Crosse's report, which will show the progress made in the session of 1892-93 :—

"There were three inspections during the year. The first took place in November 1892, the 2nd in January 1893, and the last in April 1893.

"To make the inspections as thorough as possible, the work done previous to each visit was kept for inspection, and each boy was examined in my presence and had to do an exercise in each branch.

"Moreover, I paid special attention in the first two inspections to the masters, who were all inexperienced and required directing. A register showing how each boy was progressing was filled up by me in each of the five schools.

"For the inspection of April I laid down a standard which was possible for all the schools, and gave notice that there would be an annual examination, and that such marks would be assigned as would balance the subject with Persian.

"Annexed is a statement showing the number of boys on the rolls, the number examined, the number of passes in each branch, and a final list showing the actual results in the subject taken as a whole :—

	School.	Number on rolls.	Number examined.	Number of passes in free-hand.	Number of passes in geometry.	Number of passes in model.	Total pass.	Remarks.
Class IV.	Allahabad	13	10	4	9	8	7	
	Bareilly	14	14	10	14	4	12	
	Fyzabad	5	5	5	5	0	5	
	Jubilee School, Lucknow	31	25	15	25	11	24	
	Meerut	12	12	3	10	1	6	
Class V.	Allahabad	5	5	3	5	5	...	
	Bareilly	13	13	12	12	12	...	
	Fyzabad	14	14	9	12	12	...	
	Jubilee School, Lucknow	20	19	9	16	15	...	
	Meerut	8	8	8	7	8	...	
Class VI.	Allahabad	13	11	8	8	...	...	
	Bareilly	11	11	10	10	...	...	
	Fyzabad	29	23	22	22	...	...	
	Jubilee School, Lucknow	32	31	18	18	...	...	
	Meerut	8	8	8	8	..	...	

"It will be seen from this list that out of 209 boys examined, 172 or 82·3 per cent. passed, a result which is exceedingly good when we remember that the work only began in July last.

"In class IV, out of 66, 54 passed or 81·8 per cent.
" V " 59, 52 " 88 "
" VI " 84, 66 " 78·5 "

"In percentage of passes the following list will show the order of the schools :—

(1) Fyzabad	...	92·8	per cent.,	passing	39	out of 42.
(2) Bareilly	...	89·5	"	"	34	" 38.
(3) Meerut	...	78·6	"	"	22	" 28.
(4) Allahabad	...	76·9	"	"	20	" 26.
(5) Jubilee school	...	76·	"	"	57	" 75.

"The above list is a little deceptive, as the Fyzabad boys all failed in model drawing, but made enough marks in the other two subjects to pass, and the Jubilee School had such large classes (which are composed in several cases of boys who joined very late) that better results could not be expected. It will be seen that the greatest number of failures in class IV has been in model drawing, Fyzabad, as noted above, passing none. This is readily accounted for by the fact that this subject had to be taken up very late, all boys being beginners and, therefore, obliged to learn simple freehand first.

"*Geometry*—Has generally been very good, and the papers sent up by Bareilly were characterized by great accuracy and neatness of finish.

"*Freehand.*—The results would have been much better, had those in charge of the examination at each centre exercised stricter supervision over class IV, as in every school there was clear proof that compasses and rulers had been used. I halved all marks in consequence as a lesson to both boys and those in charge that they ran serious risks by so doing."

73. The above facts may, I trust, be considered satisfactory as representing the results of the first year of work in an entirely new and untried field, especially as the classes were opened on very short notice, and before any provision could be made for getting the different schools supplied with apparatus and materials. The standards in freehand, model, and geometrical drawing were hastily drawn up at Lahore with the help of Mr. Kipling, the Principal of the Mayo School of Art, about a fortnight after the annual session had commenced. It was not until Mr. Crosse was appointed Inspector of Schools for Oudh in October last that I could find any one competent to look after the work. It was not till the end of the calendar year 1892 that reasonably cheap compasses could be procured, and then only by ordering them from England. Geometrical drawing has suffered somewhat in consequence. The Drawing Masters

were procured from Lahore on a salary of Rs. 40 a month each. All of them have obtained diplomas from the Mayo School of Art; but though they were well acquainted with the subject for which they were engaged, they had had no previous experience as teachers and stood much in need of the guidance which, since October 1892, they have received from Mr. Crosse. Their knowledge of English, too, was very slight—a matter of no importance at all, except when they come to be engaged, as they will be eventually, in teaching more advanced Geometrical drawing to the high sections at schools from an English text-book. I issued orders that they should study English during their leisure hours in school; and this they have been doing. One or two other teachers are learning drawing in each school in their spare hours, and (as Mr. Crosse reports) all are making progress. This was done as a precautionary measure, so that there might be no break in the work if the drawing master should fall ill. I had much difficulty at first in inducing any students to take up drawing in lieu of the time-honored Persian, with which they had so long been familiar. But the spell has been broken at last, and I think that drawing has now become a popular study.

Government Anglo-Vernacular Schools.

74. In the year under report there were 37 Anglo-Vernacular Secondary schools maintained from public funds, usually called zila schools. Every such school (as was explained in paragraph 50) is sub-divided into four sections, which differ from each other according to the grade of instruction imparted. The following table shows the number of zila schools for the last two years, and the average attendance for both years in each section :—

Year.	Government High Schools, average attendance.					Government Middle Schools, average attendance.				
	Number of schools	High section.	Middle section.	Upper primary section.	Lower primary section.	Total.	Number of schools.	Middle section.	Upper primary. section.	Lower primary section.	Total.
1893 ...	33	957	1,761	1,690	1,112	5,520	4	56	78	118	252
1892 ...	34	1,040	1,742	1,774	1,139	5,695	4	75	74	118	267

The number of schools in the high grade has decreased by one, owing to the change of status in what is now called the "Meerut College." Up to July 1892, there was a Government Zila School at Meerut of the ordinary stamp. On the opening of the annual session of 1892-93, the Zila School was broken up. All classes from the third downwards (that is, the Middle, Upper Primary, and Lower Primary sections) were made over to the Municipality, which has maintained them ever since without any aid from the state. At the same time the high section (classes II and I) was placed on the grant-in-aid list, and a college class was formed. With four exceptions every zila school in the province now possesses a high section, that is, classes preparing for matriculation. The four exceptions are Lalitpur, Etah, Hamírpur, and Mainpuri. The attendance section-wise has been practically the same during the last two years.

75. The expenditure on the above schools, and the incidence of cost per scholar are shown, as usual, in the following form :—

Year.	Average monthly number on the rolls during the year.	Expenditure from—			Total.	Cost to Government per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	
1893	6,875	1,63,085	97,018	5,040	2,65,143	23·7
1892	7,201	1,57,291	1,00,262	5,394	2,62,947	21·8

There has been some fall in the income from fee receipts and some rise in the expenditure from public funds. The former is due to the decrease in enrolment amounting to 326 students. The latter is due partly to the expense incurred by Government in establishing the new studies already described, science and drawing, for which not only new teachers, but an outfit of apparatus and materials was required, and partly to the allotments made to several schools from the fee increment.

76. The statistics for the four circles are compared in the usual form as below :—

Circle.	State A.-V. Secondary schools, 1892-93.			State A.-V. secondary schools, 1891-92.		
	Number of schools.	Average number of scholars on the rolls.	Fee income.	Number of schools.	Average number of scholars on the rolls.	Fee income.
			Rs.			Rs.
First	12	1,639	22,670	13	1,848	26,695
Second	11	1,712	21,160	11	1,764	21,460
Third	7	2,007	31,559	7	2,079	31,311
Fourth	7	1,517	21,629	7	1.510	20,796
Total ...	37	6,875	97,018	38	7,201	1,00,262

The only difference between the statistics of the two years occurs in connection with the 1st Circle, and this, as has been already explained, is owing to the transfer of the Meerut school from the Government list to the aided.

77. The following abstract shows the distribution of Hindus and Muhammadans in the four sections of zila schools :—

	Lower Primary.	Upper Primary.	Middle.	High.	Total.
Hindus	1,202	1,664	1,673	913	5,452
Muhammadans	391	482	445	171	1,489

In the preceding year the total number of Hindus attending the zila schools was 5,716, and of Muhammadans 1,480. In the aggregate, as well as in the sections, the uniformity between the last two years is remarkable. In the total attendance there are to every 100 Hindus about 27 Muhammadans; in the High section about 18; in the Middle section about 27; in the Upper Primary section about 29; and in the Lower Primary about 32. For the last three years the ratios have been almost the same, which would seem to show that after completing the middle course Muhammadan students are more prone than Hindus to drop off instead of carrying their education further.

78. In the last Middle English examination the Hindus were represented by 44 different castes, most of which, however, presented ten or less than ten candidates and some only one or two. The general result, including Christians and Muhammadans as well as Hindus, was the following :—

Christians	30	Chattris or Rájputs	60
Muhammadans	250	Khattris	65
Brahmans	272	Banias	156
Kayasths	461	Other castes	106

79. *Examination of the Primary classes.*—At the close of the annual session a very careful examination is held by the headmaster of all the classes below the IV with a view to determining the annual promotions. Special attention is paid to the examination of class V (Upper Primary standard) and to that of class VII (Lower Primary). The result of the examination of these two classes is shown for the last two years in the abstract given below :—

Circle.	1893.						1892.					
	Upper Primary examination.			Lower Primary examination.			Upper Primary examination.			Lower Primary examination.		
	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.
First	258	164	64	261	197	75	265	175	66	253	181	72
Second ...	415	262	63	75	56	75	349	220	63	107	84	79
Third	277	207	75	189	155	82	263	165	63	199	162	81
Fourth ...	203	150	74	157	122	78	192	125	65	146	112	77
Total ...	1,153	783	68	682	530	78	1,069	685	64	705	539	76

The figures shown in the column of "passed" indicate the number of students who received promotions from the class examined to the class next above it. The variations between the two years are very slight, and require no comment.

80. *Revised curriculum of zila schools.*—As soon as sanction was given by the university to the details of the School Final examination, and by the Government to those of the revised Middle English, a revised curriculum was issued embodying the entire zila school course from the lowest class to the highest. The parts in which changes have been made have been indicated already: but the scheme as a whole may be here briefly shown by the following outline:—

Classes X-VII (Lower Primary section).—Vernacular, Arithmetic, and English.

Classes VI-V (Upper Primary section).—

A. Compulsory subjects.—English, Vernacular, and Arithmetic.

B. Alternative subjects.—A Classical Language, or Drawing.

Classes IV-III (Middle section).—

A.—Compulsory subjects.—English, Vernacular, Arithmetic, with either History and Geography or an elementary course of Science.

B.—Alternative subjects.—One of the following:—A Classical Language, Drawing, or Book-keeping.

Classes II-I (High section).—

The ordinary Entrance examination, or the School Final examination.

Whatever is taught in the Lower Primary section, either at zila schools or at the branches attached to them, is the same for all students alike. The bifurcation of studies commences, therefore, in class VI, where the student may choose between a classical language and drawing. This is carried on through the various stages of the school course, until it terminates either with the ordinary Entrance or with the School Final examination. From the termination of the school course it is carried forward by the University through the various stages of the Intermediate and B.A. Examinations until in the M.A. course the specialization is complete and the student undergoes an examination in one single subject.

81. In connection with this subject it may be as well to show to what extent the bifurcation of studies from class VI and upwards is represented at the various schools at the present time, since the classes were re-formed on 1st July 1893.

	Name of school.	Drawing in classes—				Science in classes—			
		VI.	V.	IV.	III.	IV.	III.	II.	I.
A	Allahabad Zila	7	11	17	9	17	...	12	13
A	Fyzabad Zila	20	19	12	3	17	...	27	12
A	Meerut Aided	8	10	10	5	23	...	6	6
A	Bareilly Zila	15	12	11	9	13	...	11	15
A	Jubilee High School, Lucknow ...	26	21	19	13	19	...	13	17
A	Kayasth Patshala, Allahabad... ...	...	...	...	...	19	...	18	7
	Total ...	76	73	69	39	108	...	87	70
B	Cawnpore	21	13	...	...	17	...	25	...
B	Moradabad	14	10	...	...	23	...	11	...
B	Benares	9	13	...	...	...	...	...	...
B	Jhánsi	20	21	...	...	16	...	10	...
	Total ...	64	57	...	...	56	...	46	...
	GRAND TOTAL ...	140	130	69	39	164	...	133	70

Until July 1892 nothing in the way of drawing or science had been attempted in any of our Anglo-Vernacular Schools. The above figures therefore represent the result of one year's work. The schools named in list (*a*) are those to which science and drawing masters were attached from July 1892. Those in (*b*) are schools to which similar teachers have been appointed since July 1893 or within the current session. The Kayasth Patshala has not yet commenced the teaching of drawing; but it took up the science course last year, and has a good equipment of apparatus. In

the new schools (*b*) drawing has been commenced in classes VI and V, and science in classes IV and II. Science cannot be commenced at any schools, old or new, in class III until July 1894, by which time the students who are now in class IV will have received promotion.

82. *The Branch Schools.*—These are schools partly maintained by Municipalities, partly by public funds given in the form of a grant-in-aid, and partly by what they can collect in the way of fees. Hence in point of classification they are included among aided schools, and are examined and aided under the same code as private schools. In point of fact, however, they are Government Primary Anglo-Vernacular schools, because they are managed entirely by the Department of Public Instruction, and are attached to the zila schools as branches. Their function as departmental schools is to relieve the zila school of most of the burden of teaching the Lower Primary classes. A large number of the zila schools have now no classes of this description, the whole of the Lower Primary teaching being given in the branches. A great saving of space to the zila school house and of teaching power to the zila school tuitional staff is thus effected; and the branches, being scattered about in different parts of the town, are more readily accessible to boys of a tender age. The following table shows the statistics of enrolment in the several classes for the last year :—

	Number of branch schools.	Enrolment on 31st March 1893.					Examination of class VII.	
		Class VII.	Class VIII.	Class IX.	Class X.	Total.	Presented.	Passed.
Circles. First	... 7	33	151	120	244	548	32	24
Second	... 20	246	279	322	697	1,544	243	176
Third	... 3	17	62	51	100	230	17	15
Fourth	... 4	...	43	65	70	178	...	...
Total	... 34	296	535	558	1,111	2,500	292	215

From this it will be seen that the branch school system is much more perfectly developed in the Oudh or II Circle than elsewhere, the number of branches being not only greater, but the quality of the instruction (as tested by the enrolment in class VII) higher. Most of the branch schools in the North-Western Provinces circles have no VII class, and thus fall short of the Lower Primary standard which they are intended to teach. The new grant-in-aid code is distinctly favourable to Anglo-Vernacular schools of the Primary grade: and it now rests with Inspectors of I, III, and IV Circles to make the best use of their opportunities for raising the quality of instruction at branch schools and for opening new ones wherever relief is needed for the zila school. The best branch schools that I have seen in the North-Western Provinces are those at Saháranpur, where the amount of space left in the zila school house, even after the opening of two branches each teaching up to the VII class standard, is still much too small for the remaining classes.

83. The following table shows how the expenditure on branch schools has been met from the three main sources of income alluded to in the previous paragraph :—

	Public funds.	Municipal funds.	Fees.	Total.
	Rs.			
First Circle	1,228	1,640	1,374	4,242
Second „	3,046	3,012	4,827	10,885
Third „	360	360	1,198	1,918
Fourth „	660	674	551	1,885
Total ...	5,294	5,686	7,950	18,930

The expenditure from public funds has thus been a little less than that from municipal ones. But the income realized from fee receipts has been considerably larger than either.

84. *Code of punishments.*—During the year under report an attempt was made for the first time to draw up a code of punishments for Anglo-Vernacular schools—a subject which had been left in a vague and undefined state ever since the educational department was established. The code in the form which it finally received was issued

under Government sanction at the close of the last annual session; and hence it has come into force from the commencement of the present session. Offences in this code are sub-divided into (*a*) minor ones punishable by the class master (such as frequent unpunctuality, absence without leave, quarrelling with schoolfellows, disobedience to the teacher, inattention to study), and (*b*) more serious ones, which must be reported to and punished by the headmaster himself, such as habitual absence, falsehood to a teacher, bringing a false charge against a fellow student, insubordination or insolence towards the class teacher, unnecessary absence from a periodical or casual class examination, wilful damage of school property, cheating at an examination, theft, immoral conduct, false charges against a class teacher. The former entail the penalty of a small fine or an imposition; the latter of a heavier fine, loss of promotion, cost of reparation, caning, flogging on the shoulders, rustication, expulsion—one or other of these penalties being inflicted according to the nature and magnitude of the offence. That the father or guardian may know to what penalties his son may be exposed before he places him in the school, an outline of the code is printed at the bottom of the form, to which he affixes his signature, when he applies for his son's admission; and no boy is admitted until the father or guardian has certified that he agrees to abide by the departmental code. This last precaution was indeed very necessary; for it is from the parents of the boys that the main, if not the only, difficulty is felt in maintaining school discipline. The boy who has been punished, however deservedly, goes to his mother, who stirs up the father; and the father, being foolishly prejudiced in his son's favour, accepts without questioning the boy's version of the facts. The master is then attacked and accused, and is thus made to suffer a great deal of annoyance for having done his duty. The great majority of our students are day scholars, and hence if discipline is not enforced at home, the labours of the department are not merely frustrated, but are used against it as an instrument of oppression. Headmasters have even been taken into court and accused of assault, for caning a refractory boy; and charges of a most infamous nature are sometimes brought against a teacher by a boy, to whom he has felt it his duty to refuse promotion. Irregular or unpunctual attendance on the part of a day scholar is a matter that can be corrected by no one so well as by the father himself. For an offence of this kind the penalty fixed is a fine, so that the punishment may rightly fall on the parents. Promotion under this code will be refused to every boy, who by the close of the session shall have attended not less than 75 per cent. of the school meetings held since the commencement of the term, unless very exceptional causes of absence can be shown. The same percentage is required by the University for the right of admission to all its examinations, and by the department for the right of admission to the Middle English. There is nothing that vexes a parent so much as to find that at the close of the annual session his son has not received promotion to the class above. Henceforth, so far as such promotion depends upon regular attendance, he will be debarred from harassing the teacher; for the matter is now placed in his own hands.

The code is now on its trial (since the opening of the session of 1893-94) at zila schools only. It has not been imposed at present upon managers of aided schools, though almost all of them reviewed it favourably, when it was circulated for opinion and discussion.

85. *Aid given to physical exercises.*—From the code of punishments I turn, not unwillingly, to the more agreeable subject of athletic sports, almost the only means that we possess for stirring up a sense of manliness among the students, and raising their minds above thinking about the necessaries of life or their prospects in the approaching examination. One of the great difficulties that has been experienced hitherto in maintaining the practice of manly sports and pastimes has been that of money; for the maintenance of such things until lately depended chiefly upon the contributions of the students. Two steps were taken last session to render the income required for this purpose less precarious. I applied to Government for permission to retain all sums collected as fines, instead of depositing them in the treasury as fees with the ordinary collections realized for tuition. I also applied for aid to any contribution or donation that might be made from municipalities or from private individuals. Both requests were granted, the former unconditionally, the latter with the proviso that the Government would double any sum granted by private donors, amongst which grants by District Boards should not be included. In some districts, especially those in Oudh, private donations came in liberally before the close of the last session. In any case the two concessions made by the Government have greatly improved the future prospects of school sports in this province. The money that has now become available was mainly required for the prizes to be allotted at the annual inter-school tournaments and for the expenses attending these gatherings. It was self-evident that, if prizes could be competed for on such occasions, a new impetus would be given to these annual meetings, attended as they are by the best cricketers and athletes from the different schools of the division or circle.

86. The reports sent in by Circle Inspectors on the subject of physical education are so full, not only regarding the inter-school tournaments, but concerning the progress

or otherwise of individual schools that I must limit myself to quoting a few extracts regarding the former :—

First Circle.—"The liberality of the Government," the Inspector writes, "in contributing an amount equal to the subscriptions from the municipalities and from private persons enabled me to hold three meetings in this circle during the cold weather, *viz.*, at Agra, Jhánsi, and Meerut, in the place of the single meeting held in former years at Aligarh. This was a great boon to the Bundelkhand boys, as the distance of Aligarh from their homes, though this is practically the most central place in the circle, prevented them from taking part in the tournaments there.

"The Agra tournament came off in Christmas week on the college cricket ground; and I am greatly indebted to Mr. Thomson, the Principal, and the Rev. J. Robathan for the assistance that they gave in carrying it through. The Agra Collegiate school stood first in athletics; St. John's Collegiate school came next; and then the Farukhabad and Etáwah Zila schools. The zila school elevens of the Agra Division are far inferior to that of the Agra Collegiate school: but during the year Etáwah has improved considerably, and Farukhabad ought to make a good show next year.

"The Jhánsi tournament, which took place at the end of January, was most kindly undertaken by Mr. Ferard, C.S., at that time Sub-Divisional Officer of Lalitpur, assisted by Bepin Behari Banerji, the Head Master, and Babu Jadu Nath Chaterji, the Secretary of the Jhánsi City school. The lion's share of the spoil went to Hamírpur. The Bundelkhand schools are not strong at cricket, and the Lalitpur police eleven easily defeated the best team they could put into the field.

"The Meerut tournament was held on the college cricket ground, and on an adjoining piece of land in February; but the space was much too small for the large number of schools, 12 in number, that sent up their elevens to take part in it. Mr. Bonnaud made the best arrangements that were possible under the circumstances, but at future meetings at Meerut we must confine ourselves to athletic sports, until the Municipal Board are able to provide the town with a recreation ground proportionate to its size. The Aligarh Zila school is stronger than any of the Government schools at cricket and athletics, but is no match for the Muhammadan Anglo-Oriental Collegiate school at the same place. Among aided schools the Meerut Mission and the Orman school at Roorkee acquitted themselves very creditably."

Second Circle.—The Inspector, Mr. Crosse, took much trouble in organizing two tournaments for the Oudh Circle, one to be held at Fyzabad, and the other at Lucknow. These were both held in Christmas week.

"The competition," as the Inspector writes, "may be sub-divided into three heads:—(1) athletics, (2) gymnastics, (3) cricket and football. All competing schools were asked to send in a sum of not less than Rs. 20; but in the case of Balrámpur the estate generously gave Rs. 176; so this rule was relaxed. Liberal donations were made by private persons. At Lucknow the winning school was the Christian Collegiate (formerly called the Centennial) which won by a large majority of points. At Fyzabad the local Collegiate school was victorious by the narrow majority of half a point, Gonda running it very close. But at Fyzabad the Head Master (who was seriously out of health at the time) permitted masters and college students to play, though this was contrary to the rules laid down."

"I then decided, as funds were ample, to hold a final championship match between the two winning schools, to find out the winner of the trophy—a belt, to be called the 'Nesfield belt' and to be competed for annually. The contest took place on the 21st and 22nd March. The Christian Collegiate school, Lucknow, was easily victorious, winning nearly every thing except in gymnastics, in which the Fyzabad representatives were the stronger, because for a long time past they had had a regular gymnastic instructor, whereas the former had not been learning for more than a month.

"To the Deputy Commissioner of Lucknow and Colonel Money our thanks are due for the use of grounds, and to Surgeon-Major Cadge for the loan of tents."

"As I am not satisfied with the way in which things were managed at the Fyzabad centre, it is proposed next year to hold the tournament at one centre under my own direction, and this will put a stop to the heart-burning and ill-feeling, which, I am sorry to say, manifested itself in some quarters."

Third Circle.—Great pains were taken by Mr. Welby, the Circle Inspector, to issue notice to the different schools of the inter-school tournament, to prepare the programme, and to draw up the rules of competition. In all these matters he was most ably seconded by Revd. Foss Westcott, S. P. G., of Cawnpore, who undertook the management of the tournament as soon as the scholars were collected for the purpose. I cannot do better than quote extracts from the report, which Mr. Westcott wrote on the events of the tournament week :—

"The tournament was again held this year, during the week after Christmas in the Muir College grounds.

"The first three days were devoted to cricket, the nine teams being separated into two divisions, six being placed in the first, and the remaining three in the second. The play all round was slightly better than last year, and the teams seemed to be much more under the control of their respective captains.

"Of the schools which competed in the first division, the Allahabad Zila School was, as last year, distinctly the best, and the Jumna Mission School was adjudged the second prize, as having made the best stand against them. In the second division the Fatehpur Zila School was the victor.

"In the first division both prizes were won by local (Allahabad) teams, the three outside teams being all defeated in the first round. I do not think that this was due entirely to superiority of play; but being at home, and having also their supporters present to cheer not only their own success, but also the mistakes of their rivals, the local teams had a great advantage. I cannot help feeling that the continued failure of the schools from a distance, which are put to the greatest expense and have the greatest difficulty in getting a representative team, will tend to discourage them from coming.

"The sports (which were held after the cricket matches were over) were carried out this year more in accordance with established usage, and were productive of some keen competition. It did not appear that there had been much previous training, but that will doubtless follow in time. The throwing of the cricket ball was the best performance. The high jump was won by the same boy as last year. The long jump for boys under 16 was better relatively than that for boys above that age. The fencing was poor, and length of arm and vigour of hitting seemed to be greater factors in obtaining victory than skill.

"The gymnastics were, as last year, very good, and the standard reached in this branch of athletics was much higher than in any other. The Benares schools chiefly excel in this. Besides these and the Cawnpore schools, no other sent a representative.

"The lawn tennis was better than last year, the Allahabad High School pair being decidedly the best, though the Colonelganj representatives made a very good fight in the final round, and thoroughly deserved the second prize. All the arrangements in the field this year, as last, were admirably carried out by Gauri Shankar.

"The champion challenge prize was awarded to the Allahabad Zila School, as they obtained the largest number of marks in the competition. It is to be hoped that the possession in their case, and the desire to possess in the case of other schools, will foster that spirit of *esprit de corps*, which was the object of its institution."

Fourth Circle.—"In the month of February last an inter-school tournament was held at Moradabad, at which every Government school in Rohilkhand and Kumaun, as well as certain of the aided schools of this circle, was represented by a team assembled for competition. The ready way in which the several teams, with no exception, responded to the invitation, involving as it did the expense of a long railway journey, and in the case of the Almora schools, of a four days' march on foot in addition before any railway station could be reached, speaks for the sporting character which has been developed in the boys of our schools, and the interest they take in this more manly part of their education. The Bareilly High School team stood high above all others in cricket and gymnastics; while the Ramsay High School (Almora) distinguished itself by its excellence in football. The Pilibhít and Almora Zila schools were the least successful."

The Inspector, Mr. Dodd, closes his remarks with a suggestion that "in 1894 a provincial tournament might be held at some chief centre, as Allahabad, Lucknow, or Agra, where picked teams from each of the four educational circles may contend for the mastery in trials of skill and physical strength and training."

87. *Zila school boarding houses.*—The following table shows the number of boarders in the zila schools of each circle :—

Circle.	Average monthly number of boarders during 1892-93.				Average monthly number of boarders during 1891-92.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding house fees.	Stipendiaries.	Self-supporters.	Total number of borders.	Amount of boarding house fees.
				Rs.				Rs.
First ...	21	281	302	1,649	34	313	347	1,832
Second ...	25	150	175	714	35	121	156	613
Third ...	16	186	202	916	23	166	189	793
Fourth ...	5	184	189	1,252	6	170	176	1,226
Total ...	67	801	868	4,531	98	770	868	4,464

The number of boarders, as will be seen from the above, is precisely the same for the last two years, although there is some increase in the number of self-supporters and some decrease in that of scholarship holders. In the 4th Circle (Rohilkhand and Kumaun) the boarding houses are much fewer than in the other three, but are much more largely attended; and this is somewhat remarkable, as in Rohilkhand there are several Anglo-Vernacular schools in outstations, where boys are locally taught, who, in the absence of such schools, would be forced to attend the large sadar stations. In the 2nd Circle (Oudh) the zila schools are generally small as compared with those in other circles, and the boarding houses are small in proportion; but since the previous year the number of boarders has risen from 156 to 175. In the 3rd Circle there are six boarding houses, each of which contains on an average nearly 30 inmates.

Aided Anglo-Vernacular Schools.

88. The Aided Anglo-Vernacular schools of the secondary rank are graded section-wise in the same manner as the Government Zila schools are. The following table gives the statistics of the last two years in the usual form :—

Year.	Number of aided secondary Anglo-Vernacular schools.	Number of scholars on the rolls on 31st March.				
		High section.	Middle section.	Upper Primary section.	Lower Primary section.	Total.
1893	76	987	2,511	2,540	5,971	12,009
1892	69	1,061	2,439	2,379	5,551	11,430

Of the above 76 schools, 32 have a high section, that is a section preparing for matriculation, and the remaining 44 do not go beyond the Middle English examination. A comparison of the two last years shows that since the close of the session of 1892 seven more schools have been added to the aided list. The difference is thus accounted for. Two schools have fallen to the rank of primary, *viz.*, the school at Karwi in the Bánda district and that at Bhinga in the Bahraich district, Oudh. Six schools have risen from the rank of primary to that of middle, namely, the two English Memorial schools in the city of Bareilly, the Alinagar school in Gorakhpur, the Hapur school in the Meerut district, the Sandila school, and the Bilgram Jubilee school in the Hardoi district. This makes an increase of four. To these four we must add three new schools that came on the aided list last year, *viz.*, the Meerut Collegiate school, of which a report has been given already, Bullock's Endowment school, Najibabad, and St. Francis' school, Lucknow.

89. *Introduction of the new grant-in-aid code.*—In connection with the subject of aided schools, it will be convenient here to allude to the fact that from the commencement of the last annual session the new grant-in-aid code (which had been in course of elaboration by the late Director for two or three years previously) was for the first time formally introduced under Government sanction, and that all aided schools were, in the last annual inspections held in the cold season of 1892-93, examined on the basis of this code more completely than they had ever been before. The general provisions of this code are the same as those of previous ones.

The more salient and distinctive points are the following :—

The grant is sub-divided into ordinary and special, the latter term being intended to cover (*a*) a preliminary grant given to a new school prior to the first annual inspection by the Inspector, or (*b*) an additional grant given to a High School in which it is considered necessary to maintain a headmaster and instructive staff of special qualifications, in order to maintain the institution on the footing of a zila school of the first rank, or (*c*) a special additional grant to any school in a poor or backward locality, in which the local contributions with the fees and ordinary grant are not sufficient to meet the necessary cost.

The ordinary grant is sub-divided into (*a*) the fixed grant allowable to each section of a school, provided the attendance of students does not fall below eight in the high section, 12 in the middle, 14 in the upper primary, and 14 in the lower primary; the fixed grant to the high section being Rs. 600 per annum, to the middle Rs. 300, to the upper primary Rs. 150, and to the lower primary (which has four classes, while the others have only 2) Rs. 270; (*b*) the attendance and merit grant, which depends upon the results of the annual examination held *in situ* by the Inspector, and allows as a maximum Rs. 3 for every student in the secondary sections and Rs. 2 in the primary ones; (*c*) the public examination grant, which allows Rs. 22 for every student who passes one of the entrance examinations, and Rs. 10 for every student who passes in the middle English.

90. The above provisions take full effect for all *new* grants at once, but may be applied gradually and with some relaxations at first to aided schools of longer standing. This code, as I mentioned before, is more liberal than any previous one has been to

primary sections and to Anglo-Vernacular schools of the primary grade; and it was intended so to be, since this is the grade in which the foundation of a student's career is laid. Hence at the close of the year under report many of the branch schools that are assisted by municipal allotments, and are attached to zila schools, were able to earn higher grants from the public funds than they have ever had before. The increased liberality shown to the mere elementary schools was very much needed, since many of the zila schools, as I mentioned above, have discarded their primary classes and depend upon the elementary branch schools for a regular supply of suitable recruits. The fixed grants to the high and middle sections have seldom proved high enough to maintain the wonted equilibrium between income and expenditure. Nevertheless no hardship has been inflicted on any well established school, and no grant has in any case been reduced, until the manager has had an opportunity of showing cause why the reduction should not be made.

91. The expenditure on State and Aided Anglo-Vernacular schools, respectively, is shown for purposes of comparison in the following form:—

Class of schools.	Number of schools.	Number of scholars on 31st March 1893.	Expenditure during the year 1892-93.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources.	Total.	Public funds.	Fees.	Other sources.	Public funds.	Total expenditure.
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
State ...	37	7,036	1,63,085	97,018	5,040	2,65,143	61	37	2	23·2	37·7
Aided ...	76	12,009	1,39,200	91,639	83,631	3,14,470	44	29	27	11·6	26·2

From this it will be seen that the cost per scholar to the public funds in an aided school is about half of what it is in a Government one. It is not to be expected that in schools wholly maintained from the public funds the cost per scholar to these funds will not be considerably higher than in aided schools. That the incidence of cost per scholar should be about double is well in keeping with one of the fundamental principles in the grant-in-aid code, that the aid given by the State may amount to, but not exceed, one half the total tuitional expenditure. But there is another circumstance, which should be taken into account in making this comparison. The figures given in paragraph 88 show that in aided schools a very large proportion of the students, amounting to very nearly 50 per cent, are in the *lower* primary section (leave alone the large attendance in the upper primary also), while in the Government schools (*vide* paragraph 74) the proportion is only 20 per cent. Again, among the Government schools there is a high or matriculation section in every school except four out of a total of 37, while among the aided schools there is no such section in 32 schools out of a total of 76. It is scarcely necessary to add that the cost of teaching a boy in the lower primary section is at the lowest rate, while that of teaching one in the high section is at the highest. When these two facts are taken into account, it cannot be said that the Government Anglo-Vernacular schools are expensively managed. Once more, if we look to the percentage of passmen in the two public examinations—the University Entrance and the Middle English—the percentage in Government schools exceeds that in aided ones. These remarks are not intended to imply any disparagement of the instruction given at aided schools, a great deal of which is excellent; but as it is the custom to compare expenditure, it is necessary to take into account the conditions on which the comparison is made.

92. *Science and Drawing in Aided Schools.*—Among the schools to which a Science Teacher and a Drawing Master have been appointed entirely at Government expense during the session under report, two are aided schools, namely, the Collegiate School at Meerut, and the Jubilee High School, Lucknow. These two schools were selected in preference to Government schools elsewhere, partly on account of their central position, and partly because there was no Government zila school in either of the cities named. Since the opening of the new session a third aided school, Jhánsi, has been selected for a similar special grant and for the same reasons.

93. *Physical exercises at Aided Schools.*—What has been written above regarding physical education applies no less to aided schools than to Government ones, and sometimes more so. In all the inter-school tournaments the aided schools are invited to compete; and some of them came out more successful than the Government schools. Examples of this have been given already, such as the collegiate schools at Agra and Aligarh, and the Christian Collegiate, Lucknow. I was present at the final contest held in Lucknow on the 22nd March, and witnessed the easy victory gained by the Christian Collegiate school. The superiority of this to all other schools in the Oudh Circle is

probably due to the fact that the boys of this school are more thoroughly united, and play with a stronger feeling of *esprit de corps*. They are Native Christians, all living together as boarders; and hence there is a keener sense of that healthy corporate life, which does so much towards moulding the character of an English schoolboy. I am less acquainted with the collegiate schools at Agra and Aligarh, which came out so well in the tournaments held in the 1st Circle: but as both are well supplied with boarding houses, I think that I cannot be far wrong in ascribing their superiority partly to the same cause.

§ 2.—Vernacular Schools, Middle.

94. Vernacular schools in this province fall under two main headings—(*a*) those of the middle grade, which prepare for the Middle Vernacular examination and are often called by such names as tahsíli, pargana, or town schools; (*b*) those of the Primary grade, which are known as halkabandi or village schools. The former, however, all have the complete set of primary classes: in fact the primary classes constitute the bulk of the attendance. All vernacular schools in this province, Middle as well as Primary, are under the District Boards. The Boards pass the monthly bills and decide what schools are to be maintained and in what places. Middle schools or middle sections, however, cannot, according to the rules, be broken up without reference to the Inspector or Director. The duty of the Educational Department consists in scrutinizing the admission and attendance registers, testing and reporting the tuitional results, and in recommending such and such teachers for reward or punishment.

Middle Vernacular Examination.

95. The highest class in the middle section at town schools undergoes from year to year the public examination known as the Middle Vernacular. This examination used to be held in the same month with the Middle English, *viz.*, in April each year. In the year 1891-92 it was held in February, and in the year under report on 20th December and three following days. Two examinations were thus held in the same calendar year 1892, but they were separated from each other by an interval of ten full months. The change of date from April to December has thus been effected gradually, and no hardship has been experienced by either teachers or pupils. December is the month henceforth fixed for holding this examination. This date relieves the department from the excessive toil of holding two large public examinations, the Middle English and the Middle Vernacular, in the same month in immediate succession to each other, and it fits in better with the date of the annual centre examinations of the primary schools and sections, about half of which are completed by the end of December each year.

96. The abstract results of the Middle Vernacular for the last two years are shown in the following table, in which, it should be noted, the figures entered against "unaided" include private candidates attending no school at all as well as students taught in unaided ones:—

Class of school.	1893.						1892.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	2,166	402	821	155	1,378	64	1,968	357	630	200	1,187	60
Aided ...	135	13	40	6	59	44	158	8	32	11	51	32
Unaided ...	1,112	44	139	60	243	22	1,229	24	124	86	234	19
Total ...	3,413	459	1,000	221	1,680	49	3,355	389	786	297	1,472	44

The percentage of passmen has a little risen in each of the three classes of candidates, so that the total percentage has risen from 44 to 49. In the state schools the number of candidates has increased by 198, although the number of state schools has decreased by six. I am glad to see that there has again been a decrease in the number of candidates belonging to the class "unaided." In 1890 there was a decrease of 258, in 1891 of 603, in 1892 of 117. Regarding these, Mr. Wright, the Registrar of the examination, writes as follows: "As usual, several cases of attempted personation among the private candidates were detected." We do all that we can to prevent the presentation of substitutes. The practice, so far as we have been able to ascertain up to date, occurs chiefly among the private candidates. But the example of false personation is contagious; and (as the Registrar remarks) "it would add to the purity of this

examination, if private candidates could be excluded altogether." This of course cannot be done; but it is satisfactory anyhow to find that the number of such candidates has within three years decreased by about 1,000.

97. The percentage of success in each subject is shown below:—

Class of school.	1893.				1892.			
	Language.	Mathematics.	History and geography.	Science.	Language.	Mathematics.	History and geography.	Science.
State ...	89	76	84	94	83	87	81	85
Aided ...	80	67	56	87	75	69	51	65
Unaided ...	75	38	45	63	66	51	43	44

The variations are very slight and call for no remark. For several years past there has been a remarkable uniformity in the percentage of success subject-wise taking the province as a whole, although in individual schools the variations from one year to another are sometimes very great.

98. The percentage of passmen in the entire province from Government, aided, and unaided schools has been as follows in the last five years. The result from year to year in each class of candidates has been remarkably uniform.

Class of school.	Percentage in 1889.	Percentage in 1890.	Percentage in 1891.	Percentage in 1892.	Percentage in 1893.	Average of five years.
State	67	56	64	60	64	62
Aided	44	33	41	32	44	38·8
Unaided	25	18	21	19	22	21

99. Candidates for this examination have to make their selection between the two current forms of the Vernacular—Urdu and Hindi; and some of those who take up Urdu, take up Persian also, although the number of candidates in Persian is not large. The following table shows how many took up the one form of the Vernacular, and how many the other:—

Total candidates.	Took up Urdu.			Took up Hindi.		
	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
3,413	2,689	1,254	47	724	426	59

The statistics sent to me do not show how many of the Urdu candidates took up Persian besides; but I may assert without any doubt that the study of Persian at vernacular schools is much less popular than it was even ten years ago. Being no longer the language of the court, it is in fact, so far as India is concerned, a dead language; and if it has lived at all of late years, it has lived upon tradition rather than upon any deliberate sense of its utility for the purposes of modern life. Meanwhile Urdu continues to be as popular as ever, and will remain so, so long as it retains the importance that it has long held as the chief medium of communication among the educated classes and as the vernacular patronized by the Government. Nevertheless, it is clear from the above table and from the corresponding tables published in previous reports, that a Hindi candidate has a better chance of coming out successful than an Urdu one. Urdu is certainly the more difficult of the two forms of the Vernacular; for it has a much wider and more receptive vocabulary. There is no reason then to infer that those who value the papers in Hindi are inclined to be more lenient in favour of Hindi students.

100. As regards the castes of the successful candidates, the statistics show that there were 371 Brahmans, 115 Chhattris, 122 Banias, and 426 Kayasths, the rest being distributed among many of the less important castes. The total number of Musalmáns was 462.

101. Thus far as to the combined or general results of the Middle Vernacular examination for the entire province. It now remains to show what each of the four circles

has separately done, and to compare one circle with another. This can be seen from the following table:—

Circle.	Division.	1893. Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.	1892. Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.
First ...	Meerut ...	372	43	123	44	210	56	296	36	74	34	144	49
	Agra	325	50	162	23	240	74	244	47	86	22	155	64
	Bundelkhand ...	98	16	42	7	65	66	100	10	26	7	43	43
	Total ...	795	109	327	79	515	65	640	93	186	63	342	53
Second ...	Western Oudh ...	279	32	88	20	140	50	295	47	91	32	170	58
	Eastern „ ...	150	13	45	14	72	48	139	20	38	27	85	61
	Total ...	429	45	133	34	212	49	434	67	129	59	255	59
Third ...	Allahabad ...	297	88	119	29	236	79	283	46	98	32	176	62
	Benares ...	323	63	136	7	206	64	290	74	111	21	206	71
	Total ...	620	151	255	36	442	71	573	120	209	53	382	67
Fourth ...	Rohilkhand ...	299	96	95	4	195	65	293	76	99	21	196	67
	Kumaun ...	23	1	11	2	14	61	28	1	7	4	12	43
	Total ...	322	97	106	6	209	65	321	77	106	25	208	65
	GRAND TOTAL ...	2,166	402	821	155	1,378	64	1,968	357	630	200	1,187	60

First Circle.—The Meerut Division, of which Pandit Gaindan Lal is the Assistant Inspector, has done well, making a percentage of 56 passes, which, to my mind, is a creditable and at the same a credible result. The Bundelkhand Division, which in the previous year stood one of the lowest in the province, displays a marked improvement in the condition of the middle sections, and in the results of the last Middle Vernacular, due no doubt to Munshi Piari Lal's close supervision of the work of his Deputy Inspectors and Head Masters. The Agra Division, according to the above figures, still holds decidedly the first place in the 1st Circle, with a very high percentage of successful candidates, on which the Inspector writes—"The strictness of the Assistant Inspector as a controlling officer has often been made a subject of complaint; so it is only fair to him to call attention to the fact that it has its compensating advantages." But since these words were written irregularities have been brought to light of so serious a nature as to throw much doubt upon the high state of efficiency that has been ascribed of late years to the middle or town schools of the Agra Division.

Second Circle.—Neither of the divisions in this circle takes a high place in the last Middle examination, and the total percentage of success shows a fall of from 59 to 49. In comparison with the other circles of the province, the percentage is a low one; but compared with what is the average result of a public examination, and assuming (which there is no reason to doubt) that the examination has been honestly carried out, a percentage of 49 or 50 passmen would be considered a fair result.

Third Circle.—The Allahabad Division in this circle not only passes a large number of candidates in the first rank, 17 of whom carry off Government scholarships, but it gains all round the extremely high percentage of 79 passes. This was the highest percentage gained in the last examination, surpassing by five the high percentage gained by the Agra Division, to which allusion has already been made. One district in the Allahabad Division secures a percentage of 93 passmen, which, as the Registrar remarks in his report, "is an extraordinary result." The Benares Division has secured a percentage of 64 passmen, much below that gained in the previous year, but quite as high (it seems to me) as we ought to expect in a public examination.

Fourth Circle.—As regards the Rohilkhand Division, I drew attention in the previous annual report to the decided step in advance taken by the town schools of the Rohilkhand Division, which I then ascribed partly to the judicious supervision exercised by Munshi Piari Lal in the year 1890-91, and partly to that exercised in the

year 1891-92 by his successor, Shaikh Ebad-ulla. During the year under report the success of the Rohilkhand schools has been well, but not extravagantly, sustained. The Kumaun Division presents but few candidates for this examination. Last year out of the 23 candidates presented, 14 passed, which was a very creditable result.

102. The purity of this examination depends upon three different factors—(1) the care and caution exercised by the Deputy and Assistant Inspectors in the presentation of candidates; (2) the strictness with which the examinees are watched by the superintendent and his fellow-guards, while the examination is being held; (3) the energy and care of the examiners, by whom the answer papers are valued.

As regards the factor last named we can but rely upon the examiners. The work is now paid for, and hence examiners are not, as they once were, under the temptation of giving out papers to be examined by proxy, which was once a not uncommon practice. Shoals of applications come in to the Registrar or myself from failed candidates, begging that their papers may be re-examined. From disappointed candidates such a demand is to be expected; and there is no reason to think that examiners, who are annually selected with all the care and caution that the department can bestow, are either careless or partial in the awarding of marks.

As regards the first factor, the genuineness of the candidates presented, we are dependent upon the Deputy and Assistant Inspectors for admitting no candidates from any school in their districts but those who strictly conform to the conditions, and who are genuine pupils of the school. Headmasters have to be carefully watched by the Deputy Inspector, and the Deputy Inspector in his turn should be no less carefully watched by the Assistant Inspector, one of whose special duties, under the regulations of the department, consists in keeping a careful eye upon the admission and attendance registers of each school. What the Assistant Inspector does must also be watched, as far as circumstances permit, by the Circle Inspector, although, if a Circle Inspector is not provided with tents, (as was the case in the Allahabad Division,) the supervision that he would otherwise exercise is impracticable.

As regards the remaining factor, the strictness of the supervision exercised in the examination hall, we do the best we can. All candidates from the schools of any one district are collected to one centre, which is usually the zila school house, or in the few districts where there is no zila school, the school house of the chief aided institution. The Superintendent of the centre is the headmaster, a suitable officer for such work, since he has no personal interest in the result. The entire control of the examination is placed in his hands; and he can select from among his tuitional staff any teachers whose help he may require as guards. The Deputy Inspector has nothing to do with the superintendence or with acting as a guard; in fact he is not admitted into the room; he is merely required to be present on the first day, in order to identify the candidates, should any doubt arise. The Superintendent is assisted by a sub-committee appointed by the Chairman of the District Board and selected from among its members. Two members of this sub-committee are required to be present each day at the examination, and one of the main duties of the sub-committee is to examine every sealed envelope containing the question papers *immediately before it is opened* by the Superintendent, and to satisfy themselves that it has not been tampered with. We can but rely upon the Superintendent and his guards to keep a very vigilant eye upon the endless wiles of examinees, while the examination is in progress: for some of the candidates are almost certain to find means of getting unfair assistance, if the energy of the Superintendent should flag; that is, if he should fail, during the five or six hours of session each day, to maintain unweariedly the keenness of a hawk when it swoops down upon a sparrow. The Superintendent has not always a fair chance; for it often happens that the hall of the zila school is not large enough to seat all the candidates at once, and hence many of them have to be seated in side rooms, which are more favourable for the stealthy use of notes or books or for getting help from outside.

103. In the Agra Division all the districts show a high percentage—Muttra 69, Agra 70, Etáwah 81, Mainpuri 68, Farukhabad 76, Etah 78; average 74. The Etah district showed a percentage of only 47 in the previous year: how has it so suddenly risen to a percentage of 78? In two schools at least in this district the grossest irregularities have lately been brought to light under an enquiry that I ordered to be made, and in the case of one of these I have myself personally scrutinized the registers and verified the report sent in to me. In all the middle schools of the Muttra district similar irregularities have been recently disclosed, and I hope shortly to verify this myself in at least one of them. Students have been wrongly admitted into the Muttra schools from those of the adjoining district, Aligarh, which belongs to the Meerut Division. All kinds of students have been admitted into class I, and from this into the Middle examination, in contravention of the rules of the department; and whether this may or may not have led to false personation in some cases, it it impossible to say. There is nothing extraordinary in a *single* school gaining a very high percentage of success, such as 78, or 90, or even 100. We see this in the case of individual schools preparing for the Middle English or Matriculation examinations. But that *all* the schools of the same district, and *all* the districts of the same division, should

accomplish such a feat, seems hardly credible; and the incredibility is enhanced by the fact that the competing schools are required to present *all* their candidates, and are not allowed to select only those who seem to be the most promising. There may be still another cause of the extraordinary success achieved by the schools of certain districts, and I have reason to think that this cause is not uncommonly the true one. Headmasters of middle schools know what a high value is attached, not only by the guardians of their pupils, but by the Inspecting officer above them, to passing a large number of candidates in the Middle examination. Hence they are under the temptation of giving up their whole time to the middle class students and neglecting the others. Deputy Inspectors are under the same temptation of allowing them to do this; and an Assistant Inspector, thinking that his own credit depends upon the percentage of passmen (as indeed he has had reason to think from the almost exclusive prominence given to it in the annual reports on Public Instruction) might be under the temptation of neglecting to scrutinize the admission and attendance registers with a sufficient degree of care. From the remarks which I have given below in paragraph 120, it will be seen that attention has been drawn to this subject by the Secretary to the Jaunpur District Board. What I have there quoted relates, it is true, to certain village schools to which a middle section had been attached; but the same remark may, and I believe, does, apply on a much larger scale to middle or town schools. I have heard, too, on what seems to be reliable authority, that there is a custom in some districts whereby a boy or his guardian agrees to pay a handsome fee to the head master if he (the boy) succeeds in the examination. A teacher in the Muttra district, who has lately been dismissed for malpractices, is said to have acquired a considerable sum of money far beyond what he could have made from his regular pay. If such is the case, the Middle examination, owing to the excessive value attached to success and to a high percentage of passmen, has been a positive evil, tending (in some divisions or districts at least) to the neglect of the primary classes for the sake of pushing the senior students successfully through the public examination.

104. *Revised scheme of the Middle Vernacular.*—There was no change of any kind during the year under report in the subjects of the Middle Vernacular examination, nor would it be possible (from want of the necessary notice) to make any changes in the course for December 1893. The scheme, however, was revised in the course of the last session, and the changes will come partially into force in the examination to be held in December 1894. The difference between the old scheme and the new may be seen from the appended table:—

Old scheme.

		Papers.
I.—Language—Persian, Urdu, or Hindi	...	2
II.—Elementary Mathematics—Euclid, Mensuration, Arithmetic	...	2
III.—History and Geography	...	2
IV.—Science—Physical Geography, Sanitation, Physics, or Biology	...	2
Total	...	8

New scheme.

A.—Compulsory subjects.

I.—Language, Urdu or Hindi	...	2
II.—Elementary Mathematics—Euclid, Mensuration, and Arithmetic	...	2
III.—History and Geography	...	2

B.—Alternative subjects.

Any two of the following:—

(*a*) Physical Geography and Sanitation	...	1
(*b*) Elementary Physical Science	...	1
(*c*) Geometrical Drawing	...	1
(*d*) Agriculture...	...	1
Total	...	8

105. As regards "Language," subject I, the only difference between the two schemes lies in the fact that Persian has now been formally excluded. Its retention in the middle course necessitated its retention in Normal Schools also; and as the Normal School curriculum was decidedly too heavy, this was one subject at least that could be discarded without any loss to general education. The study had already very much declined, and in some divisions was wholly extinct.

No change was considered necessary either in subject II (Elementary Mathematics) or in subject III (History and Geography).

106. As regards subject IV, "Science," a change was urgently needed. This one subject has now been split up into four alternative ones, any two of which may be taken up by candidates.

(*a*).—*Physical Geography and Sanitation.*

These were parts of the old subject IV. As suitable text-books existed, and no apparatus for the teaching of these subjects is necessary, the course was retained.

(b).—Elementary Physical Science.

It is very doubtful whether such a subject ought to be taught at all, unless such apparatus can be supplied as shall render the teaching intelligible and useful. It has been taught by rote for the last 13 years.

In the old scheme, biology was an alternative to physics. In the new scheme biology has been cancelled, as it was considered better to be content with one branch of science at a time and see if any steps could be taken for putting this on a sounder basis by supplying every school in which the study is retained or permitted with an inexpensive set of appliances. Meanwhile, pending the decision of this question, the old text-books in physics have been retained.

(c).—Geometrical Drawing.

A text-book in Urdu on this subject exists, written by a man who was trained at Roorkee and is now a teacher at one of the Normal schools. The book has been examined by an expert and pronounced sufficient for instructional purposes. Students who desire to become contractors may, it is hoped, find this subject of some use to them as a companion to the study of Euclid. They will probably have to pay for their own compasses, pencils, and paper; but it may be necessary to provide them with drawing boards at the cost of the school.

(d).—Agriculture.

For some time past I have been in correspondence with the Director of Land Records and Agriculture for the preparation of a suitable book; and the question is still pending. A suitable book could not be procured from any other quarter.

Thus out of the four alternative subjects we are already provided with suitable text-books in the first and third.

107. *Science Apparatus.*—I made enquiries from other provinces and found that in Bengal "no apparatus is supplied to middle vernacular schools for the teaching of elementary science"; that in the Bombay Presidency physical science is not attempted to be taught in the vernacular schools, and hence no question of apparatus arises; and that in the Panjáb it is taught in a few schools, but is not allowed to be introduced, unless the District Board undertakes to supply the school (from the Science Institute at Lahore) with all the apparatus and appliances required for teaching it. It appears to me that either the Bombay or the Panjáb plan is a sound one, and that it will be necessary to adopt the one or the other. As I have shown already in paragraphs 35 and 65, a beginning has been made in the home manufacture of scientific instruments. We are still, however, in the stage of experiment. As soon as it has been ascertained what apparatus, if any, can be supplied to vernacular schools at a very slight cost, it will be necessary to revise or select the text-books accordingly. Meanwhile at the normal schools in which new teachers are being trained, the head masters have applied for and received permission to teach the Urdu translations of Huxley's Introductory Primer and Stewart's Physics.

State Vernacular Middle Schools.

108. The number of state schools classed as middle vernacular, the number of students enrolled on 31st March, and the fees realized in each circle for the last two years, are shown in the following table:—

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee income.	
		1893.	1892.	1893.	1892.	1893.	1892.
						Rs.	Rs.
First	Meerut	48	48	4,402	4,001	8,125	7,375
	Agra	37	40	4,092	4,281	5,617	5,820
	Bundelkhand	31	34	2,515	2,558	2,017	1,907
	Total	116	122	11,009	10,840	15 759	15,102
Second	Western Oudh	37	37	3,629	3,637	5,835	5,841
	Eastern „	18	18	1,922	1,831	3,030	2,958
	Total	55	55	5,551	5,468	8,865	8,799
Third	Allahabad	41	41	3,267	3,314	4,831	2,944
	Benares	58	57	4,602	4,668	3,088	3,262
	Total	99	98	7,869	7,982	7,919	6,206
Fourth	Rohilkhand	41	42	4,572	4,377	6,953	6,355
	Kumaun	4	4	170	253	162	133
	Total	45	46	4,742	4,630	7,115	6,488
	GRAND TOTAL	315	321	29,171	28,920	39,658	36,595

It will be seen from the above that there has been a decrease of six schools, accompanied by an increase in the enrolment amounting to 251 students, and of fee income amounting to Rs. 3,063. The increase in fee income is proportionately much larger than that in the enrolment. The decrease in the number of schools has consisted almost entirely of village schools, to which middle sections had been attached. The middle sections have died out or been abolished, while the village schools have remained.

109. The middle schools, as I have stated already, are largely, in fact chiefly, attended by students in the primary grade. The primary classes are five in number and are distinguished into the lower primary, classes VII—V, and the upper primary, classes IV and III. The two remaining classes, II and I, constitute the middle section, about which I have been writing hitherto. The curriculum of the two primary sections is the same in all respects as that of the corresponding classes in village schools, and the two are often examined together at the same centre. The state of the enrolment section-wise for the last two years is shown in the table given below :—

Circle.	Division.	1893.			1892.		
		Middle Section.	Upper Primary Section.	Lower Primary Section.	Middle Section.	Upper Primary Section.	Lower Primary Section.
First	Meerut	868	954	2,580	907	904	2,190
	Agra	623	823	2,646	688	868	2,725
	Bundelkhand	271	424	1,820	276	473	1,809
	Total	1,762	2,201	7,046	1,871	2,245	6,724
Second	Western Oudh	690	743	2,196	771	765	2,101
	Eastern „	365	483	1,074	385	422	1,024
	Total	1,055	1,226	3,270	1,156	1,187	3,125
Third	Allahabad	799	597	1,871	914	651	1,749
	Benares	1,059	824	2,719	1,098	871	2,699
		1,858	1,421	4,590	2,012	1,522	4,448
Fourth	Rohilkhand	913	1,046	2,613	910	1,022	2,445
	Kumaun	43	56	71	56	57	140
	Total	956	1,102	2,684	966	1,079	2,585
	GRAND TOTAL	5,631	5,950	17,590	6,005	6,033	16,882

110. Class III, the upper primary proper, and class V, the lower primary proper, are examined annually by the Assistant and Deputy Inspectors at the close of the annual session, or as near the close of it as can be conveniently arranged. The result of this examination, according to the returns submitted for the last two years, is shown in the subjoined table :—

Circle.	Division.	Year.	Number of town schools.	Lower Primary.				Upper Primary.			
				Enrolled.	Examined.	Passed.	Percentage of passes.	Enrolled.	Examined.	Passed.	Percentage of passes.
First	Meerut	1892-93...	39	415	414	350	85	330	310	232	75
		1891-92...	39	398	405	323	80	324	307	212	69
	Agra	1892-93...	38	432	399	355	89	314	302	215	71
		1891-92...	40	464	439	353	80	291	271	170	63
	Bundelkhand	1892-93...	26	216	198	157	79	151	147	103	70
		1891-92...	27	248	228	175	77	107	99	62	63
	Total	1892-93...	103	1,063	1,011	862	85	795	759	550	72
		1891-92...	106	1,110	1,072	851	79	722	677	444	66
Second	Western Oudh	1892-93...	38	420	417	343	82	283	291	217	75
		1891-92...	38	430	437	328	75	283	281	202	72
	Eastern „	1892-93...	18	255	243	227	93	143	139	107	77
		1891-92...	18	237	221	197	89	159	147	114	78
	Total	1892-93...	56	675	660	570	86	426	430	324	75
		1891-92...	56	667	658	525	80	442	428	316	74
Third	Allahabad	1892-93...	35	237	229	205	90	254	226	193	85
		1891-92...	34	235	227	196	86	213	211	166	79
	Benares	1892-93 ..	32	239	244	212	87	212	222	193	87
		1891-92...	33	224	208	187	90	202	185	153	83
	Total	1892-93...	67	476	473	417	88	466	448	386	86
		1891-92...	67	459	435	383	88	415	396	319	81
Fourth	Rohilkhand	1892-93...	33	481	462	417	90	332	345	258	75
		1891-92...	34	463	442	394	89	328	296	233	79
	Kumaun	1892-93...	4	13	12	10	83	18	26	10	38
		1891-92...	4	23	23	5	22	25	26	8	31
	Total	1892-93...	37	494	474	427	90	350	371	268	72
		1891-92...	38	486	465	399	86	353	322	241	75
	GRAND TOTAL	1892-93...	263	2,708	2,618	2,276	87	2,037	2,008	1,528	76
		1891-92...	267	2,722	2,630	2,158	82	1,932	1,823	1,320	72

111. The expenditure on the state vernacular middle schools from the various sources, and the incidence of expenditure per scholar, are shown in the following table, in which the said statistics are compared for the last two years :—

Year.	Number of schools.	Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.
			Public funds.	Fees.	Other sources.	Total.	
			Rs.	Rs.	Rs.	Rs.	
1892-93 ...	315	27,729	1,46,969	39,658	621	1,87,248	6·8
1891-92 ...	321	26,915	1,42,426	36,595	622	1,79,643	6·7

The increased expenditure, amounting to Rs. 7,605, is due to raising the pay of teachers, increasing the tuitional staff, and the purchase of furniture and gymnastic appliances. About Rs. 3,400 of the increased expenditure has occurred in the Meerut Division, Rs. 1,300 in the Allahabad, and Rs. 2,600 in the Rohilkhand. The whole has been met from the fee increment, a portion of which is shown under "Public funds" in the above statement, and a portion under "Fees." What is shown under the former was collected in 1891 and allotted for expenditure in 1892.

112. *Boarding houses at the Middle or Town Schools.*—The following table shows for each circle and division the number of boarders attending the town schools (vernacular middle) in the last two years :—

Circle.	Division.	Number of boarders—					
		Receiving stipends		Self-supporting		Total.	
		1893.	1892.	1893.	1892.	1893.	1892.
First ...	Meerut	40	42	173	126	213	168
	Agra	44	50	42	19	86	69
	Bundelkhand	19	27	32	14	51	41
	Total ...	103	119	247	159	350	278
Second ...	Western Oudh	26	30	52	51	78	81
	Eastern „	24	29	42	46	66	75
	Total ...	50	59	94	97	144	156
Third ...	Allahabad	91	157	171	196	262	353
	Benares	146	180	348	342	494	522
	Total ...	237	337	519	538	756	875
Fourth ...	Rohilkhand	56	81	97	63	153	144
	Kumaun	...	...	71	60	71	60
	Total ...	56	81	168	123	224	204
	GRAND TOTAL ...	446	596	1,028	917	1,474	1,513

By far the largest number of boarders is in the Benares Division, and the Meerut and Allahabad Divisions come next to it. More than half the boarders in the entire province are in the 3rd Circle only. There are but few boarders in the 2nd Circle, in the Agra and Bundelkhand Divisions, and in the Kumaun Division. For the entire province the number of self-supporting boarders is 1,028 against 446, who are in receipt of scholarships from village schools.

113. *Physical Exercises.*—Favourable reports have been received from all the divisions, and if I were to quote extracts from what Assistant and Deputy Inspectors have written on the subject, they would fill many pages. In Bundelkhand, where only two years ago physical exercises were quite unknown, a satisfactory beginning has been made; and the vernacular schools of the Jhánsi district took part in the inter-school tournament held at Jhánsi in January last. The district most backward in Bundelkhand is Banda, where the Deputy Inspector has taken no interest in the matter. In the Agra and Meerut Divisions much attention has been paid to the subject by the Assistant Inspectors, both of whom, however, allude alike to the two main difficulties that stand in the way of progress—the want of means for purchasing the required appliances, and the want of trained instructors. Schools which cannot be supplied with materials resort to running, jumping, wrestling, tug of war, school drill, &c. Regarding the Allahabad Division the Circle Inspector writes as follows :—"On my tour I found that many schools were very keen in foot races, jumping, and tug of war, and in some places cricket is much played. The Assistant held two tournaments, one on the 14th March at Fatehpur, and the other at Gopiganj in the Mirzapur district. At the former 150 boys representing different town and village schools competed for prizes amounting to Rs. 20; at the latter 300 competitors appeared, and the number of spectators was about double." In the Benares Division physical training has been much fostered by Pandit Lakshmi Sankar Misra,

the Assistant Inspector. In this division the Gorakhpur district takes decidedly the lead, owing to the strong personal interest taken in the matter by the Deputy Inspector. From both of the Oudh Divisions very favourable reports have been received: the schools are gradually being supplied with parallel bars, and, wherever it is possible, with cricket gear. In Rohilkhand similar results are reported. "Drill is taught," as the Assistant Inspector writes, "in several schools of the division, and especially in those to which new teachers trained in the Lucknow Normal School have been appointed. Some of the schools in the Bareilly and Pilibhít districts are being drilled by the police constables, who are paid a small sum for doing the extra duty." In the normal schools, where teachers are trained, physical exercises constitute a regular part of the curriculum; and if this plan is steadily followed up for the next 20 or 30 years, there will be few vernacular teachers in the province either at town or village schools, who will not be able to look after the physical training of their students.

AIDED ORIENTAL SCHOOLS.

114. Last year there were five such schools, against six in the year preceding:—

Name of school.	Oriental examinations of the Panjáb University.								Benares Sanskrit College examinations.				Mulla examination, 1892.	
	Prajna.		Visharad.		Maulvi.		Maulvi Alim.		Madhyama Pariksha.		Prathama Pariksha.			
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Jay Narayan's, Benares ...	2	1	1	...	...	...	...	...	...	...	...	...	...	...
Jubilee School, Mirzapur ...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Sanskrit Pathshala, Rasra ...	...	...	...	...	...	...	...	...	...	...	4	1	...	...
Chasmai Rahmat School, Gházipur ...	...	...	...	...	...	...	...	...	...	...	...	...	3	2
Church Mission, Lucknow ...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
Total ...	2	1	1	...	...	...	...	...	1	...	5	1	3	2

The statement is becoming more and more blank every year. The time and thought formerly bestowed on Persian, Arabic, and Sanskrit are now given to English, which a pandit, in discussing the subject with me, quaintly called "the language of the king."

§ 3.—*Village Schools, or State Vernacular Primary.*

115. Much more numerous than the town schools (vernacular middle), on which I have been writing up till now, are the village schools (vernacular primary) maintained from the public revenues for the benefit of the rural population. The tuitional object for which these schools exist is to give the sons of zamíndárs, tenants, and cultivators an elementary course of instruction in the vernacular of the province—Urdu, Hindi, or both—care being taken that the instruction so given is not carried beyond the point at which the middle section in town schools commences.

116. The following table gives the statistics for the last two years as to the number of village schools in each circle and division, the number enrolled on the 31st March 1893, and the amount of fees realized:—

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March—		Fee income.	
		1893.	1892.	1893.	1892.	1893.	1892.
						Rs.	Rs.
First ...	Meerut	520	532	17,028	15,852	5,543	5,256
	Agra	526	538	16,873	16,320	349	384
	Bundelkhand ...	308	305	9,303	8,995	204	223
	Total ...	1,354	1,375	43,204	41,167	6,096	5,863
Second ...	Western Oudh ...	429	428	16,328	15,942	5,126	4,976
	Eastern „ ...	433	431	19,047	18,322	2,115	2,112
	Total ...	862	859	35,375	34,264	7,241	7,088
Third ...	Allahabad ...	515	523	17,262	16,429	2,128	2,355
	Benares	554	562	22,337	21,737	3,014	2,744
	Total ...	1,069	1,085	39,599	38,166	5,142	5,099
Fourth ...	Rohilkhand ...	450	452	16,528	15,923	2,647	2,528
	Kumaun	143	157	5,689	6 237	57	117
	Total ...	593	609	22,217	22,160	2,704	2,645
	GRAND TOTAL ...	3,878	3,928	1,40,395	1,35,757	21,183	20,675

From the above table it will be seen that there has been a decrease in the number of schools in every circle except that of Oudh, making a total decrease of 50. On the other hand, there has been an increase in the enrolment amounting to 4,638, and in fee income amounting to Rs. 488. The closing of village schools, and the opening of new ones, is a matter that rests entirely with the District Boards, though the department may give its opinion before the final decision is come to. The policy both of the Boards and of the department has been to improve the village schools rather than to increase their number; and this has resulted in a decrease of schools with an increase of students.

117. Village schools, like the primary sections in town schools, are intended to have five different classes each, of which the three lowest constitute the lower primary, and the two remaining ones the upper primary, section. The following table shows how the enrolment stood section-wise on 31st March 1892 and 1893 :—

Circle.	Division.	1893.		1892.	
		Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.	Roll of upper primary section on 31st March.	Roll of lower primary section on 31st March.
First	Meerut	2,978	14,050	2,707	13,145
	Agra	2,157	14,716	2,214	14,106
	Bundelkhand	1,177	8,126	1,195	7,800
	Total ...	6,312	36,892	6,116	35,051
Second	Western Oudh	3,120	13,208	3,039	12,903
	Eastern „	4,223	14,824	4,198	14,124
	Total ...	7,343	28,032	7,237	27,027
Third	Allahabad	2,551	14,711	2,614	13,815
	Benares	3,193	19,144	3,264	18,473
	Total ...	5,744	33,855	5,878	32,288
Fourth	Rohilkhand	2,643	13,885	2,587	13,336
	Kumaun	504	5,185	560	5,677
	Total ...	3,147	19,070	3,147	19,013
	GRAND TOTAL ...	22,546	117,849	22,378	113,379

Taking the province as a whole, the enrolment in the upper primary section (classes IV and III) shows scarcely any variation in the last two years, while that in the lower primary section (classes VII—V) shows an increase of over 4,000 students. In 1893 the ratio of upper primary students to lower primary ones was as 16 to 84. If we take each circle separately the ratios are as follows:—in the 1st Circle 15 to 85; in the 2nd or Oudh Circle 21 to 79; in the 3rd Circle 15 to 85; in the 4th 14 to 86. The number of village students in the upper primary section is therefore proportionately larger in the 2nd Circle than in any other.

118. There are a good many village schools in all the circles, which have no III or highest class. But all of them, except those that have been very recently opened, have at least a V class. The standard of this class is the lower primary proper. No student can pass this standard without being able to read and write fairly and work out questions in compound numbers both mentally and on the slate.

119. The expenditure on village schools from the different sources, and the incidence of cost per scholar, are shown for the last two years in the following table:—

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence per scholar.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
1893	132,195	4,84,931	21,183	1,367	5,07,481	3·8
1892	130,949	4,95,979	20,695	1,383	5,18,057	4·0

From the above table it will be seen that the incidence of cost per scholar (all sources of expenditure being included) has fallen from Rs. 4 per annum to Rs. 3-8-0. The tendency, however, on the part of the Chairmen of District Boards is to raise rather than lower the pay of village teachers. The Chairman of Pilibhít writes—

"I think it would be advisable, if all efforts fail, to reduce the expenditure by abolishing a certain number of halkabandi schools, and to utilize the savings in raising the pay of deserving teachers." In the Benares district the post of Sub-Deputy Inspector, that had fallen vacant, was not filled up, and the savings were devoted to raising the pay of the masters.

120. *Middle sections at Village Schools.*—In the North-Western Provinces (not in Oudh) the custom sprang up many years ago of adding middle sections to village schools, which gave them the rank of middle. The tendency of late years has very properly been in the direction of removing such sections and restricting the schools to the primary curriculum for which alone they were intended. Even now, however, there are a good many village schools in North-Western Provinces which are preparing candidates for the middle examination. The Secretary to the Jaunpur Board, writing of three such village schools, makes the following remark:—"From a purely middle class standpoint, the year's result is most gratifying; but I fear it has been obtained by the head masters of these schools devoting all their attention to the middle class candidates, to the detriment of the other classes. This was certainly the case at Baksha, where the results in the lower classes at the annual examination were very poor. On the whole, the sooner instruction for the middle examination is limited to tahsíli and pargana schools, the better." The practice here so justly condemned ought never to have been allowed. It arose, as I have reason to think, from the habit of admitting to the higher section at normal schools a much larger number of men than were wanted for middle teacherships. Such men, having been trained in the higher course, were not content with teaching only the lower one, and hence middle sections were gradually formed.

121. The different classes are examined annually in the cold weather at certain selected centres, to which some four or five schools at the most are collected by the Deputy Inspector of each district, or by the Assistant Inspector, so far as he can find time from the town schools, or by the Circle Inspector himself so far as village schools fall on the line of his tour.

The following table shows for the last two years the results of the examinations of classes III, IV, and V. Classes VI and VII are examined at the same centres; but it has not been usual to show the results in this report.

Circle.	Division.	Year.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
			Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
First.	Meerut	1892-93	2,027	1,615	1,484	949	748	501
		1891-92	1,857	1,275	1,465	725	806	476
	Agra	1892-93	1,603	1,240	1,015	697	355	246
		1891-92	1,539	1,132	1,101	667	400	209
	Bundelkhand	1892-93	848	631	598	339	166	108
		1891-92	879	621	634	356	178	107
	Total ...	1892-93	4,478	3,486	3,097	1,985	1,269	855
		1891-92	4,275	3,028	3,200	1,748	1,384	792
Second.	Western Oudh	1892-93	1,889	1,542	1,308	884	902	670
		1891-92	1,732	1,348	1,329	803	876	602
	Eastern „	1892-93	2,140	1,869	1,719	1,058	1,224	726
		1891-92	2,060	1,770	1,710	1,162	1,250	858
	Total ...	1892-93	4,029	3,411	3,027	1,942	2,126	1,396
		1891-92	3,792	3,118	3,039	1,965	2,126	1,460
Third.	Allahabad	1892-93	1,646	1,421	1,173	956	749	561
		1891-92	1,590	1,256	1,400	1,044	686	487
	Benares	1892 93	2,250	1,891	1,594	1,247	895	687
		1891-92	2,260	1,810	1,819	1,326	879	656
	Total ...	1892-93	3,896	3,312	2,767	2,203	1,644	1,248
		1891-92	3,850	3,066	3,219	2,370	1,565	1,143
Fourth.	Rohilkhand	1892-93	1,642	1,311	1,156	804	757	567
		1891-92	1,505	1,047	1,262	795	687	469
	Kumaun	1892-93	489	233	319	90	93	20
		1891 92	554	199	305	38	191	26
	Total ...	1892-93	2,131	1,544	1,475	894	850	587
		1891-92	2,059	1,246	1,567	833	878	495
	GRAND TOTAL ...	1892-93	14,534	11,753	10,366	7,024	5,889	4,086
		1891-92	13,976	10,458	11,025	6,916	5,953	3,890

122. The percentage of passmen to examinees in each of the standards referred to in the previous paragraph is shown in the following table :—

Circle.	Division.	Class V, Standard 3.		Class IV, Standard 4		Class III, Standard 5.	
		1892-93.	1891-92.	1892-93.	1891-92.	1892-93.	1891-92.
First ...	Meerut ...	80	69	64	49	67	59
	Agra ...	77	74	69	61	69	52
	Bundelkhand ...	74	71	57	56	65	60
	Total ...	78	71	64	55	67	57
Second ...	Western Oudh ...	82	78	68	60	74	69
	Eastern „ ...	87	86	62	68	59	69
	Total ...	85	82	64	65	66	69
Third ...	Allahabad ...	86	79	82	75	75	71
	Benares ...	84	80	78	73	77	75
	Total ...	85	80	80	74	76	73
Fourth ...	Rohilkhand ...	80	70	70	63	75	68
	Kumaun ...	48	36	28	12	22	14
	Total ...	72	61	61	53	69	56
	GRAND TOTAL ...	81	75	68	63	69	65

There is not much variation between the percentages of the last two years. The code under which these centre examinations are held, is very clear and definite, and precise rules have been laid down regarding the conditions of passing. Nevertheless, everything depends upon the manner in which the rules are worked; and the working is in the hands of so many different officers, that it would be rash to compare one district with another, much less one division or circle with another, on the basis of such results. It is the duty of the Assistant Inspector, and to some extent of the Circle Inspector also, to do all he can to see that the rules are observed, and that the Deputy Inspector is not too lenient in examining his own schools.

123. *Deputy Inspectors' Offices.*—There appears to be a very strong impression on the part of Chairmen of District Boards in the North-Western Provinces, that the offices of Deputy Inspectors are insufficiently supplied with clerks, and that the clerks are insufficiently paid. The same opinion is held not less strongly by the Assistant and Circle Inspectors in the North-Western Provinces. The Inspector, 4th Circle, remarks in his annual report—"The clerical staff provided for each office is unequal to the full carrying out of the work called for by the present system." The Assistant Inspector, Benares Division, writes to the same effect:—"All the offices do the best they can to work strictly in accordance with the directions laid down in the office manual: but the staff allowance for the office work is insufficient, and the clerk and muharrir are overworked. Moreover, in some districts there is a want of proper office accommodation." Some of the offices have only one clerk: none have more than two. The highest pay given to a head clerk or muharrir rarely exceeds Rs. 15 per mensem; and the second clerk, if there is one, gets from Rs. 7 to Rs. 10; consequently many applications have been received for strengthening the staff out of the fee increment. But this has been up to the present time disallowed by the Government on the ground that allotments from the fee increment were intended for the improvement of schools, and not for the improvement of offices. The code, however, under which the Deputy Inspectors have to work, is of such a nature that it cannot be worked successfully with a slenderly equipped and underpaid office. In fact the code was drawn up and put into force before it had been ascertained whether or no it was possible to work it with such offices as then existed. If these could be strengthened from the fee increment or from any other source, it would conduce to the improvement of schools quite as much as to the improvement of offices; for the Deputy Inspector would then have more time to spend on inspection tours, and would be better able to examine his schools with a tranquil mind. A mind harassed with the anxieties and cares of office drudgery is not a suitable qualification for the patient examination of school classes.

124. *Castes of village pupils.*—The great majority of the pupils attending village schools are of the higher, and not of the middle or lower, castes. "The ultimate substratum," writes one chairman, "the actual tillers of the soil, remain absolutely untouched. The classes who attend our village schools are Brahmans, Kshatrayas, Banias, Kayasths, and Muhammadans, with occasionally a few Kalwárs and others of kindred castes. Ahírs, Chamárs, Kahárs, &c., are still in outer

darkness." Another writes:—"The education of low caste boys is a problem which will be a difficult one to work out in a satisfactory manner. At present it is untouched; the 3,500 boys now being educated belong almost exclusively to high castes." The Chairman of Muzaffarnagar writes thus:—"I find that the average attendance per school is only about 21, and I am constrained to admit that it is sufficient. I was surprised to find that there were 12 schools with an average attendance of under 15. When we see villages with more than 2,000 inhabitants sending less than 15 boys to school, we must confess that the desire for education is not very great among the agricultural population."

125. In the North-Western Provinces those districts which have more than 80 schools are provided with a Sub-Deputy Inspector as well as a Deputy Inspector. The position of a Sub-Deputy Inspector is subordinate to that of the Deputy Inspector, but in the year under report two Sub-Deputy Inspectors were placed entirely in independent charge, one at Lalitpur, and the other at Karwi. The tracts allotted to each officer are so isolated from the main parts of the districts, that it was necessary to isolate the Sub-Deputy Inspector also. This was done with the advice of the Circle Inspector as well as with that of the District Board.

126. *School sports and school drill.*—Almost all the reports received from the different chairmen make some mention of school sports, and more especially of school drill, which can now be taught at any school where the attendance is sufficient, if the teachers will make full use of the little manual that has been circulated for that purpose. School sports, such as running, jumping, and throwing a ball, are receiving increased attention everywhere. This is a new feature of village education in this part of India.

Aided Primary Schools.

127. There are a few vernacular as well as a few Anglo-vernacular schools under private (chiefly missionary) management, aided by the State. The following are the main statistics relating to both classes of schools for the year under report:—

Class of school.	Number of schools.	On roll on 31st March.			Result of examination.		Expenditure.			
		Details.		Total.	Passed upper primary standard.	Passed lower primary standard.	Details.			Total.
		In upper primary section.	In lower primary section.				Public funds.	Fees.	Other sources.	
							Rs.	Rs.	Rs.	Rs.
Vernacular ...	60	255	2,781	3,036	71	243	4,825	1,486	13,735	20,046
English ...	22	143	1,249	1,392	38	85	10,225	2,671	9,774	22,670
Total ...	82	398	4,030	4,428	109	328	15,050	4,157	23,509	42,716

128. The table given below relates to 30 more vernacular primary schools, which are examined and aided under the system of payment by results, a small capitation grant being allowed for every student who passes the standard of his class and is declared fit for promotion by the Deputy Inspector:—

1	2	3							4						5		6
Division.	Number of schools aided.	Classification of scholars at the last examination of the year.							Number of scholars passed during the year.						Grant earned.		
		VIIA.	VIIB.	VI.	V.	IV.	III.	Total.	VIIA.	VIIB.	VI.	V.	IV.	III.	Section 10.	Section 15.	Total.
															Rs.	Rs.	Rs.
Agra ...	5	86	186	51	34	21	6	384	75	79	48	29	14	15	343	40	383
Oudh ...	17	173	280	98	39	15	19	624	100	83	48	22	11	10	314	223	537
Allahabad ...	2	69	43	36	28	22	13	211	57	40	39	33	24	18	260	...	260
Benares ...	3	33	26	19	9	4	...	91	35	22	9	6	3	...	59	18	77
Rohilkhand ...	3	26	33	14	14	7	10	104	28	44	26	12	8	5	160	...	160
Total ...	30	387	568	218	124	69	48	1,414	295	268	170	102	60	48	1,136	281	1,417

The total expenditure on these 30 schools does not come to much; and, as the above table shows, each student has cost the Government Re. 1 per annum. The schools are for the most part of an ephemeral nature, and their number has decreased by 41 since the previous year. The decrease has occurred in the Budaun district, Rohilkhand Division.

Unaided Schools, Indigenous.

129. There is no guarantee to the accuracy of the statistics regarding indigenous unaided schools. These statistics are collected by the Deputy Inspectors of Schools through the agency of their own teachers. The said teachers are not likely to take more trouble than they can help in doing this troublesome and thankless work, especially when it is remembered they have no spare time for hunting up the maulvis and pandits, who are in charge of the institutions named, and who regard our school teachers with much suspicion and jealousy. Thus any attempt to explain the fluctuations in these statistics would be useless.

130. The following statement gives the statistics that have been received in this office regarding the "advanced" institutions, as distinct from the "elementary" ones :—

		Number of institutions.	Number of scholars.	Hindus.	Muhammadans.	Others.	Total.
Arabic ...	1893	1,061	11,072	2,895	8,170	7	11,072
	1892	1,155	12,638	3,952	8,683	3	12,638
Sanskrit ...	1893	365	4,305	4,285	20	...	4,305
	1892	367	4,407	4,398	7	2	4,407
Other oriental classics.	1893	32	467	382	85	...	467
	1892	40	588	498	78	12	588
Total ...	1893	1,458	15,844	7,562	8,275	7	15,844
	1892	1,562	17,633	8,848	8,768	17	17,633

Those schools which are classed as "elementary" consist chiefly of the indigenous maktabs and patshálas, and teach the classical and vernacular languages according to the old Oriental system. In the year under report 38,316 boys and 1,764 girls were said to be studying in 3,224 and 94 schools, respectively, as against 34,161 boys and 906 girls, who in the year previous were studying in 2,914 and 47 schools.

131. The number of boys and girls studying the different languages in these institutions is compared as follows; but owing to the very fluctuating and ephemeral character of most of those schools, there is not much value in the comparison :—

Languages.	Scholars. Boys. 1893.	Boys. 1892.	Girls. 1893.	Girls. 1892.
English	1,714	2,059	20	...
Oriental	8,714	8,190	66	183
Vernacular	28,106	24,578	1,486	723
Total ...	38,534	34,827	1,572	906

The most noticeable fact in the above statistics is that private schools have sprung up which are teaching or attempting to teach English on the indigenous system. The Urdu-teaching schools (maktabs) are chiefly engaged in teaching the students to read and write, but give little or no teaching in arithmetic. The Hindi-teaching schools (patshálas) give the best of their time to teaching mental arithmetic and Kaithi or Mahájani penmanship, which in bazár accounts is more commonly used than Nágri.

SECTION V.—EDUCATION, SPECIAL.

132. Under this heading the only schools that have been included in previous reports are the normal schools, in which stipendiary students are trained for vernacular teacherships. In the present report I shall have to include one special school more,—the Industrial School at Lucknow, which was opened by Sir Auckland Colvin on 1st November 1892.

§ 1.—*Normal Schools.*

133. During the year under report there were only three normal schools for the four circles. The abstract of enrolment and expenditure is shown below :—

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teacher.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.		Rs.	Rs.	
Agra	91	13,812	...	101	13,913	152·9
Lucknow...	143	19,529	...	98	19,627	137·3
Allahabad	88	13,493	...	86	13,579	154·3
Total ...	322	46,834	...	285	47,119	146·3

The enrolment in the year under report was less by 24 than in the previous year; and hence the incidence of cost per scholar has been slightly higher.

134. *Closing of the Bareilly Normal School.*—The Bareilly Circle, as the above statement shows, has lost the Normal school which it could formerly call its own. The Inspector, 4th Circle, regrets the loss, and I concur with him. His remarks are as follows :—" There is no longer a Normal school for Rohilkhand, the division being in this respect amalgamated with Oudh. The Assistant Inspector reports that students from Rohilkhand are disinclined to proceed to Lucknow and undergo training as teachers. The Deputy Inspectors of Moradabad and Bijnor in particular complain of the great difficulty they find in procuring suitable and promising young men who will go to such a distant place as Lucknow. Temporary or probationary teachers not infrequently throw up their Rs. 6 or Rs. 7 appointments rather than proceed to a distant city to be trained for permanent employment in a department in which the prospects of advance and promotion are so few and little." At the time when I was Inspector for Oudh and Rohilkhand combined, I advised the late Director against abolishing the Bareilly Normal School. So long as Rohilkhand continued to be attached to Oudh (as it once was for the brief period of one year) some reason existed for having all the teachers trained in the same Normal school; but even while the connection lasted, I advised the retention of the school at Bareilly for the training at least of village teachers. The measure, however, was carried out in January 1892, long after the Rohilkhand and Oudh Circles had been separated, and the building, which had answered so well as a Normal school for the Rohilkhand districts, and which could not now be replaced except at a considerable cost, was sold to the Bareilly College Committee for an additional boarding house. The circle has thus lost its Normal school, and students from remote districts like Moradabad, Bijnor, or Pilibhít are most unwilling to go to Lucknow. If the 4th Circle should be so extended as to take in districts situated farther west, the difficulty will be aggravated and fresh complaints will arise.

135. In this province there are two separate courses for normal schools, one (which is called the upper grade) being intended to train men for teacherships at middle or town schools, and the other, the lower grade, for teacherships in the primary sections of town schools or in village schools. According to the system which was in force up to the close of last annual session each course covered a period of two years. At the end of the first year a general examination of both grades was held by the headmaster and his staff to see what students were fit for promotion; and at the end of the second year a final examination of the students of both grades was held by the Assistant Inspectors under instructions from the Circle Inspector to see what students had won a teacher's certificate.

The results of both examinations held in April 1893 are given in the two following tables :—

I.—*First year's examination.*

Name of school.	Upper grade.			Lower grade.		
	Total number of students.	Number passed for promotion.	Percentage.	Total number of students.	Number passed for promotion.	Percentage.
Agra	22	13	59	24	15	63
Lucknow... ...	13	11	85	49	40	82
Allahabad ...	22	18	82	31	28	90
Total ...	57	42	74	104	83	80

II.—*Second year or final examination.*

Class of candidates.		Upper grade.			Lower grade.		
		Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.
Normal students ...	Agra ...	20	12	60	22	12	55
	Lucknow ...	13	13	100	63	47	75
	Allahabad ...	14	13	93	23	21	91
	Total ...	47	38	81	108	80	74
Private candidates ...	Agra ...	3	...	...	4	...	...
	Lucknow ...	15	8	53	31	5	16
	Allahabad ...	13	7	54	41	6	15
	Total ...	31	15	48	76	11	14
GRAND TOTAL ...		78	53	68	184	91	49

136. In the second year or final examination two sets of candidates were allowed to appear, firstly, normal students, that is, students who had been prepared in the normal school itself; and secondly, private candidates, that is, teachers at village or town schools, who had prepared themselves by private study, retaining their posts and doing their tuitional work at the same time. Candidates of the latter class deserve to be encouraged, and it is satisfactory to find that the plan was vigorously worked in those districts that were connected with the normal schools at Lucknow and Allahabad. In the final examination the normal students at each of the three schools did well, though not so well at Agra as elsewhere. At Agra the number of upper grade and lower grade students was almost equal, 20 in the former and 22 in the latter. This does not appear to be a suitable proportion; and the matter will be enquired into shortly, when I visit Agra. The demand for village school teachers is four or five times as great as that for town or middle schools, and hence we should hardly expect to find an equal number of students in either grade.

137. *Revision of the Normal School Course.*—During the session under report the normal school course was revised and remodelled on the side of simplicity. The plan sketched out by some Assistant Inspectors and myself in March 1892 was submitted to Government in April following, and sanctioned with scarcely any modifications on 22nd May. The revised programme was circulated to Inspectors and Assistant Inspectors on the 28th of the same month, so that there was sufficient time left for bringing it into force with the re-opening on 1st July last.

In the revised lower grade course the chief principles embodied are the following. Every stipend-holder will receive Rs. 7 a month, whereas some of them used to get Rs. 6. The period of instruction is reduced from two years to one. Persian and Sanskrit are entirely excluded from the curriculum. Roman Hindustani is retained. Every student must pass in both forms of the vernacular. Admission is restricted to those who know both forms of the vernacular before they come, and to those who have obtained a certificate for passing in the middle vernacular, so that a prolonged course of study at the normal school will be unnecessary. Every student must pass in arithmetic and mensuration, but as he will have studied these subjects for the middle vernacular, he will merely have to revise them in the normal school. Every student must pass a *written* examination in a manual of Rent and Revenue Law, and must show a practical acquaintance with the records maintained by patwáris. He must satisfy the examiners *orally* that he can teach geography from the map without a text-book. He will further have to pass an oral examination in mental arithmetic, surveying, and teacher's manual, and he must satisfy the examiner in physical exercises and school drill. The paper work has therefore been much reduced; and by the exclusion of dead languages, which answered no practical purpose whatever, more attention will henceforth be paid to the useful side of a student's training. At the same time the rule that every student must pass in both forms of the vernacular will add greatly to the convenience of the work at village schools; for there are very few village schools at which some demand for both vernaculars does not exist.

In the upper grade course the period of study is likewise limited to one year; but as the selection will be made from those students who come out best in the lower grade examination, the upper course (if we include the year spent in the lower) may be said to cover two years. Persian and Sanskrit have both been excluded, as from the lower grade. Algebra has also been excluded, because it is not required for the middle vernacular. Every student must pass in both forms of the vernacular, and pass high enough to teach either form up to the standard of middle schools. The subjects in which *written* answers must be given are Euclid (books I—IV, with easy deductions),

geometrical drawing, elementary physical science, physical geography, sanitation, and agriculture. This list includes all the compulsory and all the alternative subjects prescribed in the course of the Middle Vernacular Examination as recently revised (*vide* paragraph 104). The *oral* examination will consist of answering questions on the Teacher's Manual, on any parts of the geography and history course, and on elementary physical science. The candidate will be further required to satisfy the examiner in physical exercises and in field-measuring with the chain and plane table.

138. *Restriction of the number of upper grade students.*—Every normal student enrolled in the upper grade will receive a stipend of not less than Rs. 10 a month, so long as he continues to study there; but the number of students so enrolled must be strictly limited to the wants of the circle; for nothing can be more injudicious than to train men for middle class teacherships on middle class pay, and then send them out discontented to serve on much lower pay as village teachers. There has been a great deal of mismanagement in this respect in past years; and this is why so many village schools, which ought to have confined themselves to the village course, have had middle sections tacked on to them. (See above, paragraph 120.)

139. Students will be practised in the art of teaching by giving lessons occasionally to their own class under the guidance of the normal school masters. This, for the present at least, will take the place of a practising school. If a practising school were added to each of the training schools, it would be necessary to have it under the same same roof or at least within the same enclosure as the training school. A practising school would be of no use, unless it contained the full complement of seven classes, in the teaching of which the normal students could be practised at different times. It would also require a full tuitional staff of its own, all members of which would work under the direction of the headmaster of the normal school. Inspectors in this province are not unanimous as to the necessity for practising schools. I think we can do without them for the present.

§ 2.—*Industrial school, Lucknow.*

140. This school was opened at Lucknow on 1st November 1892, in the building known as the Wingfield Manzil, a house erected many years ago by the Talukdárs of Oudh to perpetuate the memory of Sir Charles Wingfield, a former Chief Commissioner of the Oudh Province, and kindly lent by these gentlemen to the Government for the temporary accommodation of the Industrial School. The building is conveniently situated for the purpose, being within easy reach of the dwellings of the railway artizans, for whose benefit the school was primarily, though not at all exclusively, intended. The design of the building, though not suitable for the permanent accommodation of the school, has been made to answer immediate purposes very well. Carpentry and smith's work have been taught without any inconvenience in the open verandahs at the back. Instruction in drawing as well as in reading and writing has been given in the main parts of the buildings at the two corners of the manzil. By the time that a permanent building has been erected on the open site that exists on the opposite side of the road, the Wingfield Manzil can perhaps be retained as a boarding house if there should be much demand for the admission of persons living out of Lucknow.

141. In accordance with orders received from Government, dated 7th July 1892, "the "school was to be established on the lines of the Railway Technical School, Lahore. The "object of the school was to provide a suitable education for children of the artizan class "and especially for children of artizans emyloyed in the railway workshops. By suit- "able education was meant an education in which instruction in reading, writing, and "arithmetic, elementary mechanics, physics, and drawing, is given in strict subordination "to manual training in a workshop under skilled instructors." The staff sanctioned by Government for carryng out the above purposes consists of eight persons—a head master and assistant who can teach English, elementary mechanics, and physics, two vernacular masters, two drawing masters, and two carpentry instructors. As a beginning the manual instruction was (by Government order) confined to carpentry. But before the close of the year under report it was found necessary to add a teacher of smith's work, together with the necessary tools, appliances, and materials. The management of the school was at the outset vested in the Director of Public Instruction, the Superintending Engineer, and the Locomotive and Carriage Superintendent of the Oudh and Rohilkhand Railway. Subsequently it was found advisable that the Inspector of Schools for Oudh, whose headquarters are at Lucknow and who can represent the Director when he is absent, should be added to the managing committee.

142. The school has so far been an entire success; and the teaching has been most strictly and carefully confined to the purposes for which (under the Government order quoted above) the school was founded. On the day on which it was opened 73 boys were enrolled, and 78 more were subsequently admitted. It was found after enrolment that certain boys were not willing to learn either carpentry or blacksmithing. Eight were therefore sent away; two had to leave on account of defective eyesight, and 40 were struck off the rolls for continuous absence. On the 31st March the number

on the roll was 101, of whom 69 were Hindus and 32 Muhammadans. These may be classified as follows according to the trades of their fathers or guardians :—

Carpenters	15	Blacksmiths	8
Tinsmiths	2	Fitters	25
Painters	4	Watchmakers	2
Turners	7	Moulders	8
Workmen of other trades ...	30		

All students of the school learn drawing, but may choose between carpentry and smith's work.

In *carpentry* the boys have been learning simple carving of lines and figures; mortise and tenon; dove-tail and scarf joints.

Blacksmithing was barely commenced within the session under report, and the arrangements for commencing it were not quite complete.

In *drawing* the boys have been learning freehand from the flat in every class. The more advanced students have commenced geometrical drawing, and are making very good progress.

143. Throughout the past session two hours a day have been given to carpentry and two to drawing, with only one hour given to English and one to Vernacular. Most of the boys on admission to the school were wholly illiterate, and would have remained so if they had not joined this school.

The Inspector of Schools for Oudh quotes with approval the following remarks from the headmaster's report; and from what I have seen of the working of the school on different occasions I entirely agree with them :—"The school has been in existence for only five months. The boys, however, have made quite as much progress as was possible; and their work in drawing especially would compare very favourably with that of pupils in the high schools, where drawing was introduced four months earlier and among a class of boys in every respect more intelligent. There has been very fair progress in carpentry also."

144. The teachers appointed to the Industrial School are so well versed in the knowledge of handicrafts that it has been found possible to make use of the said school for purposes, that were never intended or contemplated in the orders under which it was established, and have never yet been attempted in the Lahore School, on the lines of which it was opened. I refer firstly to the admirable set of apparatus that has been made there for the teaching of the science course at the high schools, and secondly to the apparatus that the Inspector has been having made for gymnastic purposes. I have described the first already (see paragraph 65). Regarding the second, the Inspector, 2nd Circle, writes as follows :—"Under my instructions Radha Kissan, the Drawing Master, has been making good apparatus for those schools that can afford it, and in time I hope all will be supplied. One set of parallel bars has been made for Hardoi, Partábgarh, and Bahraich, and a complete set for the Church Mission High School, Lucknow. A set will also be prepared for use at the annual inter-school tournament to be held in Lucknow." Thus within the short period of five months the school has not merely commenced to give a good grounding in drawing and carpentry to one hundred students, but is beginning to manufacture scientific and gymnastic apparatus for the high schools of the province; while boys who were totally illiterate, when they were admitted, are learning the elements of English and the Vernacular.

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

145. Schools attended by native girls (as distinct from those which are inspected and aided under the code for European schools) fall into two main classes, primary and middle. But all the schools that are ranked as middle have the full complement of primary classes, and these classes make up the bulk of the attendance.

146. *Primary schools under public management.*—The following table relates to vernacular girls' schools of the primary rank, all of which are maintained by Government from public funds or by grants from Municipalities. In the city of Lucknow there are ten schools which are maintained solely by the Municipality :—

Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar. (*b*)
		Upper primary section.	Lower primary section.	Total.	Public funds. (*a*)	Fees.	Other sources.	Total.	
					Rs.	Rs.	Rs.	Rs.	
1893 ...	123	162	2,718	2,880	16,285	...	...	16,285	5·9
1892 ...	136	152	2,765	2,917	17,035	12	...	17,047	5·8

(*a*) Including expenditure from municipal funds.
(*b*) The incidence per scholar is calculated on the average monthly number of scholars on the rolls.

147. The reports received from District Boards do not say much about girls' schools, but what little they do say is far from encouraging. I append a brief account of the state of those schools in each circle, so far as this can be gathered from the reports by Assistant or Circle Inspectors.

First Circle.—In the Bundelkhand Division there are two schools, one of which was visited by the Assistant Inspector, who "was highly satisfied with the result, all the girls present seeming to be cheerful and tidy." In the Agra Division there were 18 schools in 1893 against 20 in 1892. "These 18 schools," as the Assistant Inspector reports, "are attended entirely by Hindus, there being but one Musalmán girl in the school at Muttra. Hindi is exclusively taught in them." They are taught entirely by old pandits on small pay, who have neither the energy nor the tact to preserve discipline and keep the girls regularly at work. A supply of good female instructors, if such could be found, would be the first step towards improvement. In the Meerut Division there were 11 schools in 1893 against 13 in 1892. "The majority," as the Assistant Inspector reports, "are Hindi schools. No tuition fee is charged. Of the schools which I inspected, two had four classes, one had three, and one only two. The reading was fluent, but the girls did not understand the meanings of the words. They did fairly in arithmetic and dictation according to the standard of the class. All these schools are in towns, except four which are in villages. The village schools are all nominal, and will disappear in time. The schools in towns will never go beyond the primary stage, early marriage and the parda system checking their further progress. The want of mistresses is much felt."

Second or Oudh Circle.—The total number of schools maintained by the District Boards or by municipal committees in this circle was 41 in 1893 against 43 in 1892. Of these 31 were maintained by the Boards, and 10 by the municipal committee of Lucknow; hence all the 10 schools last named are in Lucknow City. The 10 Lucknow schools are the best primary girls' schools in the circle, and probably in the province, owing to the effective and unwearied attention bestowed upon them by Miss D'Abreu, the Deputy Inspectress. The following table shows the statistics of the schools in the Oudh Circle for the last two years :—

		Number of schools.	Enrolment on 31st March.	Number of girls learning.		Expenditure.	Class III upper primary.		Class V lower primary.	
				Hindi.	Urdu.		Presented.	Passed.	Presented.	Passed.
						Rs.				
Maintained by District Boards.	1891-92 ...	33	649	327	322	4,084	12	5	37	25
	1892-93 ...	31	677	342	335	4,060	28	24	37	32
Maintained by Municipality.	1891-92 ...	10	254	53	166	2,577	6	3	9	7
	1892-93 ...	10	255	54	169	2,967	10	8	22	13
Total ...	1891-92 ...	43	903	380	488	6,661	18	8	46	32
	1892-93 ...	41	932	396	504	7,027	38	32	59	45

The above results are not wholly unsatisfactory. But here, as elsewhere, the want of well trained mistresses and the custom of early marriage tell inevitably against decided progress.

Third Circle.—In the Allahabad Division the number of Boards' schools remained as before, 11, but the enrolment and attendance had both increased. Last year, while the Assistant Inspector was on tour, a few girls of a tender age, accompanied by their guardians, attended two different centres, and were examined with the boys' schools. Needlework and basket-making are taught with success, especially in Mirzapur and Gopiganj. In the Benares Division the number of Boards' schools was 13, with an enrolment of 270 on the 31st March 1893, which gives an average enrolment of 20 per school. The Assistant Inspector does not speak unfavourably of the state of these schools, but complains, like the rest, of the want of trained mistresses.

Fourth Circle.—In Rohilkhand Division there were 32 primary girls' schools against 31 in the previous year, with an increase of 52 in enrolment and of 23 in average daily attendance. The Assistant Inspector speaks in very favourable terms of a few of these schools. These, however, are the exceptions.

148. *Middle examination, Vernacular.*—There are only two girls' schools in the province which have been able so far to prepare candidates for a Middle Vernacular examination of their own—one in Lucknow, under the immediate supervision of Miss D'Abreu, and the other at Gola, in the district of Gorakhpur. The examination papers were set by Pandit Lachmi Sankar Misra, the Assistant Inspector of the Benares Division. The enrolment and attendance at the Lucknow schools last year were 22 and 16 respectively. Three girls appeared for the examination, and all passed, one in the first

and two in the third division. Two girls appeared from Gola, and both passed. The subjects of the examination are almost the same as those for boys' schools. If the passed candidates are widows unencumbered with the cares of households and free to earn their own living, here is a source from which, though small at present, competent school teachers might be obtained.

149. *Aided girls' schools, Vernacular.*—Besides the schools already reported on, all of which are under public management and are maintained exclusively by District Boards or by Municipal Committees, there is a considerable number of primary girls' schools in different parts of the province, maintained and managed by missionary bodies, but aided by the Government or by Municipalities. The following table gives the statistics for the last two years :—

Year.	Number of schools.	Number of scholars.	Expenditure—			
			From public funds.	From municipal funds.	Other sources.	Total.
			Rs.	Rs.	Rs.	Rs.
1891-92	155	5,130	16,926	1,348	42,362	60,636
1892-93	128	4,417	16,730	1,049	41,633	59,412

These schools are all under the control of missionaries, and a considerable number of the girls attending are Native Christians. Particulars as to the number of girls in each class have not been communicated. But it may be presumed that the quality of the instruction is not below that given at the Government schools of the primary status. It is noticeable, however, that no candidate from any *aided* vernacular school has yet appeared for the middle examination referred to in the previous paragraph.

150. *Aided girls' schools, Anglo-Vernacular.*—There are no Government or municipal girls' schools in which English forms part of the curriculum. The following table gives the statistics for aided schools of this class :—

		Number of schools.	Number of students—			Expenditure.			
			In secondary stage.	In primary stage.	Total.	Public funds.	Municipal funds.	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Secondary	1891-92	9	123	743	866	10,860	174	23,302	34,336
	1892-93	10	141	749	890	11,004	144	22,373	33,521
Primary	1891-92	8	...	441	441	5,008	...	8,182	13,190
	1892-93	6	...	339	339	2,952	...	8,148	11,100
Total	1891-92	17	123	1,184	1,307	15,868	174	31,484	47,526
	1892-93	16	141	1,088	1,229	13,956	144	30,521	44,621

The above schools are managed entirely by missionary bodies and are attended exclusively by the daughters of Native Christians. A considerable number of the students are boarders living in the boarding house attached to each of these schools. They are the most promising girls' schools in the province. Two of them were able to send up candidates for the last Entrance Examination of Allahabad University, *viz.*, the school at Lucknow under Miss Thoburn and the school at Dehra. These two schools take the lead in the province.

151. *Appointment of an Inspectress.*—As I mentioned in my report for the year 1891-92, there are four things needed to promote the progress of these Anglo-Vernacular schools—(1) a grant-in-aid code similar to that for boys, (2) a public middle examination, (3) a scholarship system, (4) an Inspectress. Steps were taken in the course of the past year towards drawing up a curriculum with a view to establishing a public examination and organizing a scholarship system and a grant-in-aid code. But I found that nothing could be done without the help of an Inspectress who could visit each school in rotation, and find out by personal consultation with the manager on the spot what kinds of rules and what kind of curriculum would be most suitable to such schools. After much delay an Inspectress was appointed on probation at the close of

the session under report. She is now on tour, and I shall not be able to come to any definite conclusions until she returns. Miss D'Abreu has been selected for the post of Inspectress.

SECTION VII.—THE EDUCATION OF SPECIAL CLASSES.

(1).—*Schools under the European Code.*

152. There is a special code of standards, with special grant-in-aid rules, for schools attended by the children of Europeans and East Indians. The number of European schools receiving grants under the code at the commencement of the year under report was 30. The grants which had been withdrawn from the East Indian Railway schools of Ghaziabad, Aligarh, Tundla, Cawnpore, and Mughal Sarai in 1891, were restored with retrospective effect, under a Government Order, dated 7th April 1893. The schools whose grants had been withdrawn were visited and reported on last year by the Government Inspector, but not so completely as those to which grants were to be awarded on the results of the examinations. The former will in future be again reported on fully as grant-in-aid schools. The Inspector, at his last tour, found that all of them had fallen off in numbers and instruction very considerably, as might be expected. With the restoration of the grants to these schools it will now be possible to strengthen the teaching staff and provide books and apparatus: and less unfavourable reports may be hoped for. The question of restoring the grants to the North-Western Railway schools at Saháranpur and Mussoorie and to the Station School at Fatehgarh had not been decided within the year under report.

153. The inspection of European schools has remained, as before, in the hands of Mr. Dodd, who is also the Circle Inspector to the Rohilkhand and Kumaun Divisions Although the work has been carried out by the officer named with his usual energy, the system of combining two such tasks cannot be called a good one. The work of examining the European schools in all the details of the multifarious curriculum prescribed in the code (not to speak of the surprise visits that should be paid occasionally, but never have been or could be on the present system) is now very onerous, and is more than can be managed with convenience either to the schools or to himself by an Inspector who has two large native divisions under his charge besides. Were it not for the help rendered by Mr. Wright, the Principal of the Benares College, in the management of the public examinations that are held under this code, the task to the Inspector would be an impossible one. A different arrangement is provided for in the new scheme of inspection circles; but this still awaits the sanction of the Secretary of State.

154. The following table shows for the last two years the attendance in each section at European schools. But this does not include the railway schools to which the grants have been restored, as the restoration did not take place until after the annual statistics had been received and compiled.

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1893.	1892.	1893.	1892.	1893.	1892.	1893.	1892	1893.	1892.
Boys	93	92	325	365	604	649	190	223	1,212	1,329
Girls	70	51	343	337	375	409	148	145	936	942
Total ...	163	143	668	702	979	1,058	338	368	2,148	2,271

There has been a slight decrease of attendance, and this has occurred in every section, except the high, into which European schools are sub-divided. The proportion of students attending schools in the hills as compared with those in the plains will be seen from the figures given below:—

	Boys.		Girls.	
	1893.	1892.	1893.	1892.
In the hills	561	590	325	3·0
„ plains	461	516	463	477
	1,022	1,106	788	797

Students enrolled in the "Infant" departments are not included in the above abstract.

155. The Government expenditure on these schools, disbursed in grants earned under the code or in help given in charity to indigent children, is shown in the following table for the last two years. The expenditure here shown does not include the

grants restored with retrospective effect to the railway schools named above, as these were not paid out till after 31st March 1893.

Class of school.		Number of schools.	Grants earned under the code.	Grants under article 28 of the code (high standard examination) and article 53.	Payments for school fees and boarding charges of indigent children.	Total.
Boys.			Rs.	Rs.	Rs.	Rs.
High	1893	9	27,366	5,160	2,749	35,275
	1892	8	23,679	3,891	885	28,455
Middle	1893	2	2,557	...	265	2,822
	1892	6	6,680	...	657	7,337
Primary	1893	5	7,860	...	2,181	10,041
	1892	7	7,481	...	1,657	9,138
Total	1893	16	37,783	5,160	5,195	48,138
	1892	21	37,840	3,891	3,199	44,930
Girls.						
High	1893	9	26,368	6,090	1,460	33,918
	1892	8	25,744	3,365	692	29,801
Middle	1893	2	5,325	...	645	5,970
	1892	4	7,828	...	58	7,886
Primary	1893	3	2,320	...	...	2,320
	1892	2	1,061	...	...	1,061
Total	1893	14	34,013	6,090	2,105	42,208
	1892	14	34,633	3,365	750	38,748
GRAND TOTAL	1893	30	71,796	11,250	7,300	90,346
	1892	35	72,473	7,256	3,949	83,678

There has thus been a considerable increase in the total expenditure from the public revenues—a decrease in the grants earned by the primary and middle classes, but an increase in the grants earned under the High Standard examination and in the donations given in charity for the education of indigent children. The total amount allotted for the purpose last named for the year 1892-93 was Rs. 11,000, of which the sum of Rs. 7,300 was spent up to 31st March 1893. Further applications for the same purpose are still pending, and I am unable to deal with them until it is known what the reply of Government will be.

156. The incidence of cost per scholar in average attendance is shown below:—

	Boys.		Girls.	
	1893.	1892.	1893.	1892.
High Schools	41	37	49	45
„ Middle	31	29	35	32
„ Primary	36	31	30	27
	39	34	45	41

157. Once a year, and as far as possible on the same date each year, these schools are examined *in situ* by the Government Inspector, in some subjects orally, and in others by means of questions to which written answers are given. Every class in the middle and primary sections (as well as the infant department, which is not included among the primary standards) undergoes this examination. The only class which the Inspector does not examine *in situ* is that of the High Standard, for which another arrangement (as shown in the following paragraph) has been in force for many years past.

158. Besides the examinations held *in situ* once a year by the Inspector, there are three public examinations simultaneously held at certain centres, to which candidates from these schools are collected for the purpose. These are—

(1) The High Standard of the Code;

(2) The Middle Standard;

(3) The Primary Standard.

These were all held in the first half of December 1892 at the centres fixed upon by the department and under suitable superintendence. Each examination is conducted by a separate board of examiners, and the examiners are chosen from the same class of

professors and masters as those selected for the Entrance Examination of the Allahabad University.

159. *The Primary Standard Examination.*—The standard by which candidates are examined at this stage is known as Standard IV in the code for European schools. The following tables show the results schoolwise of the last examination :—

TABLE A.

	Name of school.	1892. Candidates.	1892. Passed.	Percentage.	Remarks.
For boys	Colvin Free School, Allahabad ...	2	1	50	One absent.
	La Martiniére College, Lucknow ...	25	19	76	Two absent.
	St. Joseph's Seminary, Naini Tal ...	2	1	50	
	Boys' Diocesan School, „ ...	7	4	57	Two absent.
	St. Peter's College, Agra ...	8	2	25	
	Boys' Priory School, Naini Tal ...	12	9	75	One absent, three girls, of whom two passed.
	St. George's College, Mussoorie ...	9	...	00	Four absent.
	Oak Grove School, „ ...	8	4	50	One girl, who passed.
	Convent School, Naini Tal ...	1	...	00	
For girls	Girls' High, Allahabad ...	2	...	00	
	La Martiniére Girls,' Lucknow ...	7	6	86	
	Wellesley Girls' School, Naini Tal ...	2	...	00	Both absent.
	Girls' Diocesan, „ ...	8	7	88	
	Total ...	93	53	59	Twelve absent.

TABLE B.

	Name of school.	No. of candidates.	Passed. Grammar.	Dictation.	Geography.	Arithmetic	Remarks.
For boys	Colvin Free, Allahabad ...	2	1	1	1	1	One absent.
	La Martiniére, Lucknow ...	25	23	22	22	20	Two absent.
	Oak-Grove, Mussoorie ...	8	4	8	8	5	
	Boys' Priory, Naini Tal ...	12	10	11	10	9	One absent.
	Convent School, „ ...	1	...	1	1	...	
	St. Joseph's Seminary, „ ...	2	2	2	1	1	
	Boys' Diocesan, „ ...	7	4	4	5	4	Two absent.
	St. George's College, Mussoorie ...	9	...	...	3	1	Four absent.
	St. Peter's College, Agra ...	8	4	4	6	4	
For girls	Girls' High, Allahabad ...	2	1	2	2	1	
	La Martiniére Girls,' Lucknow ...	7	7	7	6	6	
	Wellesley Girls,' Naini Tal ...	2	...	...	...	...	Both absent.
	Girls' Diocesan, „ ...	8	8	8	8	7	
	Total ...	93	64	70	73	59	

"The above examination has hitherto been called 'The Primary Scholarship Examination,' but as it is also intended for certificates and as a general test of the proficiency of the Primary classes (Standard IV) in the different competing schools, it will be preferable, for the future, to term it 'The Primary Standard.' The scheme of examination by this standard is the same as that of the three previous years, 1889, 1890, 1891, but the number of candidates has risen to 93, the numbers for the previous years having been 5, 20, and 28 respectively. This extraordinary rise shows the great popularity of this examination, and as 53 passed, this gives a percentage 59 of success of those who entered their names as candidates. As a matter of fact, no fewer than 12 were absent from the examination, so that of the 81 competitors over 65 per cent. were successful in obtaining the much coveted certificate; and not only so, but all the 53 who passed appear on the Classified List; 43 reached the Scholarship standard, 17 are in Class I, and six obtain over 70 per cent. of the full marks given. The Colvin Free School, Allahabad, again heads the list, Henry Newson, aged 10 years, having obtained 81 per cent. of the possible marks. The Girls' Diocesan School, Naini Tal, has done exceedingly well, only one candidate failing, and that in one subject only. La Martiniére Girls,' Lucknow, is almost equally good, and of the 23 who appeared

from La Martiniére Boys,' Lucknow, 19 passed. All the candidates from St. George's College, Mussoorie, failed, and most of them very badly; and the results at the St. Peter's College, Agra, were very bad, six failing out of eight, with three bad failures." —(Extract from Registrar's report.)

160. *The Middle Standard examination.*—The standard under which candidates are examined at this stage is known as Standard VII in the Code, the highest of the Middle Standards.

The following tables show the results of the last examination:—

TABLE A.

	Name of school.	1892. Candidates.	1892. Passed	Percentage.	Remarks.
For boys	St. Joseph's, Allahabad	2	...	00	
	La Martiniére College, Lucknow ...	31	24	77	One absent.
	Oak Openings, Naini Tal	5	3	60	
	Boys' Priory, „	6	...	00	
	Boys' Diocesan, „	3	3	100	
	St. George's College, Mussoorie ...	6	2	33	One absent.
	Oak Grove „	1	...	00	
	Private candidate	1	...	00	
For girls	Convent School, Allahabad	1	...	00	
	Girls' High, „	9	7	77	
	La Martiniére Girls,' Lucknow ...	2	2	100	
	Wellesley Girls,' Naini Tal	5	3	60	
	Girls' Diocesan, „	10	8	80	
	Caineville School, Mussoorie	5	1	20	
	Total ...	87	53	62	

TABLE B.

	School.	Compulsory subjects. Candidates.	Passed. English.	Passed. 2nd Language.	Passed. History and Geography.	Passed. Arithmetic.	Optional subjects. Mathematics. Candidates.	Mathematics. Passed.	Physics. Candidates.	Physics. Passed	Physiology. Candidates.	Physiology. Passed.	2nd Language. Candidates.	2nd Language. Passed.	Drawing. Candidates.	Drawing. Passed.	Music. Candidates.	Music. Passed.	Domestic Economy. Candidates	Domestic Economy. Passed.	Remarks.
For boys.	St. Joseph's Seminary, Allahabad ...	2	...	...	2	1	...	...	2	..	...	.	...	...	...	...	.	..	...		
	Oak Grove, Mussoorie ...	1	1	1	...	...	1	...	1	1	...		...	...	1	.	..	...			
	La Martiniére College, Lucknow ...	31	28	29	27	25	31	28	31	31	.	...	31	12	...	...	...	..	...		
	Oak Openings, Naini Tal	5	5	4	4	5	5	5	...	...	...	..	...	.	5	2	...	...	...		
	Boys' Priory, „	6	3	3	5	4	6	2	...	...	...	.	...	...	1	.	...	...	...		
	Boys' Diocesan, „	3	3	3	3	3	3	3	3	1	...		3		3	2	...	...	...		
	St. George's College, Mussoorie ...	6	4	4	5	3	6	3	...	...	...	...	1	1	1	.	..		.	.	
	Private candidate	1	...	...	...	...	1	...	...	...	...	...	...	...	...		.	...	..	.	
For girls.	Girls' High, Allahabad	9	8	8	8	8	...	...	...	..	...	...	...	...	9	1	.	..	7	7	
	Convent School, „	1	1	1	1	.	...	...	...	...	...	...	...	...	...	...	1	...	1		
	Caineville School, Mussoorie... ...	5	4	4	1	2	5	...	...	..	5	3	.	...	3	2	1	..	..	..	
	La Martiniére Girls,' Lucknow ...	2	2	2	2	2	...	...	...	...	.	...	2	2	2	.	2	1	2	2	
	Wellesley Girls,' Naini Tal	5	5	5	5	3	5	2	...	.	...		.	...	2	1	5	4	5	5	
	Girls' Diocesan, „	10	10	10	8	9	5	5	.	..			.	...	10	1	10	6	10	10	
	Total ...	87	74	74	71	65	68	48	37	33	6	3	37	15	57	21	11	11	25	24	

"The above examination has hitherto been called the 'Middle Scholarship,' following the faulty nomenclature of the Code. The scheme of subjects, &c., for 1892 was recast, extended, and improved in many ways, so as to bring it into line with the other examinations in these Provinces. It is now what its term implies, a *middle* examination between the primary and the high, and it leads directly up to the high, being cast

in the same mould with compulsory and optional subjects. The success of the experiment is assured, both as regards the number of the candidates and the excellence of the results. Eighty-seven candidates entered from 13 schools, and of these 53 were successful; there being two absentees, this gives a percentage of 62 of success. The Boys' Diocesan, Naini Tal, and La Martiniére Girls,' Lucknow, passed all their candidates; and the results for the Girls' Diocesan, Naini Tal, the Girls' High School, Allahabad, and La Martiniére Boys,' Lucknow, are very good. On the contrary, all the candidates failed from St. Joseph's, Allahabad, the Boys' Priory, Naini Tal, Oak Grove, Mussoorie, and the Convent School, Allahabad. As regards subjects, Urdu as an optional was the most frequent cause of failure, only 15 passing out of 37. The Urdu results for La Martiniére, Lucknow, were bad, only 12 passing out of 31; but the Girls' High School, Allahabad, taking the same Urdu papers as a compulsory subject, passed eight candidates out of nine. This success shows that the questions set were not beyond the reach of the candidates, and the cause of the other failures in this subject must be sought for elsewhere. A study of Table B will show how high is the figure of merit of the following schools:—Boys' Diocesan, Naini Tal, Girls' Diocesan, Naini Tal, La Martiniére Girls,' Lucknow, Girls' High School, Allahabad, and last but not least, La Martiniére Boys,' Lucknow. The easiest subject seems to have been domestic economy, there being only one failure out of 25 candidates. The results in English are, with few exceptions, very good throughout all the schools. All the candidates from Caineville School, Mussoorie, failed in mathematics. I must not omit to mention the brilliant success of Leah Norah Watts, Wellesley Girls' School, Naini Tal, who heads the whole list, passing in Honours, and in four optional subjects. Only two candidates passed in division I, both being from La Martiniére Boys,' Lucknow, and division II is headed by two pupils of the same institution."—(Extract from Registrar's report.)

The High Standard Examination.

161. This is the final standard of the European Code; but it is more convenient to call it the "High Standard" than the Final, as the latter term is apt to lead to a confusion between the High standard of the European Code and the "School Final" for native institutions, described above in paragraph 59.

The following tables show the results of the last examination:—

TABLE A.

	Name of school.	1892.		1891.		1890.		Percentage of 1892.	Remarks.
		Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.		
For boys.	St. George's College, Mussoorie ...	16	2	20	6				
	St. Fidelis,' School, „ ...	8	2	12	2	25	14	12	One absent.
	Boys' Diocesan School, Naini Tal	6	3	5	1	4	2	25	
	Boys' Oak Openings, „ ...	3	2	3	...	9	6	50	
	St Joseph's Seminary, „ ...	1	...	6	3	3	2	67	
	St. Peter's College, Agra ...	6	4	2	1	4	1	00	
	St. Paul's, „	3	...	...	...	...	...	67	
	Boys' High, Allahabad ...	5	1	8	3	...	...	00	One absent.
	European School, Katra, Allahabad	...	...	...	...	8	4	20	
	La Martiniére College, Lucknow...	30	21	...	...	1	...	...	
	Oak Grove, Mussoorie ...	1	...	...	...	...	...	70	
	Boys' Priory School, Naini Tal ...	1	1	...	...	...	...	00	
	Private candidates	6	1	1	...	...	...	100	
For girls.	Caineville School, Mussoorie ...	...	...	2	1	...	...	16	
	Girls' High School, Allahabad ...	6	2	5	1	...	...	...	
	Girls' High School, Cawnpore ...	2	1	...	...	13	6	33	
	Wellesley Girls,' Naini Tal ...	7	5	6	2	3	2	50	
	Girls' Diocesan, „ ...	10	8	5	5	6	5	71	
	St. Mary's Convent, „ ...	1	1	4	1	7	7	80	
	La Martiniére Girls,' Lucknow ...	7	5	5	5	1	1	100	
	St. Mary's Convent, Allahabad ...	1	...	1	1	...	...	71	
	Loretto Convent, Lucknow ...	1	1	...	...	...	...	00	
	Station School, Gházipur ...	3	...	...	...	...	...	100	
	Private candidate	1	...	...	...	...	...	00	
	Total ...	125	60	85	32	84	50	49	

TABLE B.

	School.	Candidates.	Compulsory subjects. Passed. English.	Second Language.	Arithmetic.	Mathematics.	History.	Geography.	Optional subjects. Trigonometry. Candidates.	Passed.	Science. Candidates.	Passed.	Second Language. Candidates.	Passed.	Drawing. Geometrical. Candidates.	Passed.	Freehand. Flat. Candidates.	Passed.	Freehand. Solid. Candidates.	Passed.	Perspective. Candidates.	Passed.	History. Candidates.	Passed.	Mathematics. Candidates.	Passed.	Political Economy. Candidates.	Passed.	Domestic Economy. Candidates.	Passed.	Music. Candidates.	Passed.	Botany. Candidates.	Passed.	Book-keeping. Single Entry. Candidates.	Passed.	Double Entry. Candidates.	Passed.
For boys.	St. Paul's College, Agra...	3	2	1	2	1	...	2	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1	...	...	...	...	...	...	3	2	3	...
	St. Peter's, „ ...	6	6	5	5	4	...	6	..	...	6	5	1	...	...	...	2	2	2	2	...	...	...	...	...	...	6	6	..	..	...	...	...	...	5	5	5	...
	Boys' High, Allahabad...	5	2	2	3	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1	...	...	4	2	...	...	...	...	...	...	4	4	4	...
	La Martiniére College, Lucknow.	30	27	23	30	30	...	29	30	17	30	28	28	16	28	22	...	...	...	...	...	...	30	21	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	St. George's College, Mussoorie.	16	11	9	9	8	...	13	3	...	10	...	...	...	...	...	2	1	1	...	...	...	16	1	...	...	16	15	...	...	...	...	...	...	1	1	1	...
	Fair Oaks College, Mussoorie.	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	1	...	...	...	...	...	...	1	1	...	...
	St. Fidelis' College, Mussoorie.	8	8	3	8	7	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	1	...	...	8	7	...	...	...	...	...	...	...	...	...	...
	Boys' Priory, Naini Tal...	1	1	1	1	1	...	1	...	...	...	...	1	1	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	1	1	...
	St. Joseph's Seminary, Naini Tal.	1	1	...	1	1	..	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	1	1	...	...	...	...	...	...	1	1	...	...
	Oak Openings, Naini Tal	3	2	2	3	2	...	2	...	...	3	2	1	1	1	1	1	1	1	1	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...
	Boys' Diocesan „ ...	6	6	3	5	6	..	6	...	...	4	2	2	...	...	...	3	1	...	...	3	2	6	2	...	...	6	6	...	...	...	...	...	..	6	5	...	...
	Private candidates ...	6	4	3	4	5	...	5	...	...	1	...	2	1	...	...	1	...	1	...	...	...	4	2	...	...	5	4	...	...	...	...	...	...	6	6	6	2
For girls.	Girls' High, Allahabad ...	6	6	3	5	..	4	5	...	...	4	...	...	...	6	...	5	4	5	3	3	2	...	...	...	...	...	...	6	5	2	2	...	...	...	...	...	...
	Convent School, „ ...	1	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...
	Station School, Ghazipur	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	2	...	...	...	...	...	...	...	...	...	...	2	...	...	...	2	...	1	1	1	...
	La Martiniére Girls,' Lucknow.	7	6	7	7	..	6	7	...	...	...	...	1	1	...	...	4	3	4	3	...	...	...	...	..	...	7	7	7	7	7	2	...	...	5	5	...	...
	Loretto Convent, Lucknow	1	1	1	1	...	1	1	...	...	...	...	...	...	...	...	1	1	1	1	1	...	...	...	1	1	...	...	1	1	...	...	...	...	1	1	1	...
	Girls' High, Cawnpore ...	2	2	1	1	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	2	2	...	...	...	...
	Girls' Diocesan, Naini Tal	10	10	8	8	...	10	9	...	...	8	4	1	...	...	...	10	2	3	1	...	...	...	...	6	6	...	...	10	10	10	3	...	...	...	...	...	...
	Convent School, „ ...	1	1	1	1	...	1	1	...	...	...	...	...	...	...	...	1	1	1	1	...	...	...	...	1	...	...	...	1	1	...	...	...	...	...	...	...	...
	Wellesley Girls,' „ ...	7	7	7	6	...	6	7	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	4	...	...	7	7	7	6	...	...	...	...	...	...
	Private candidate ...	1	1	1	1	..	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	125	105	81	102	68	30	105	36	18	70	41	37	20	36	23	33	18	19	12	7	4	69	29	14	11	58	52	37	34	27	13	4	2	35	33	22	2

"One hundred and twenty-five candidates appeared in 1892 as against 85 in 1891, or a rise in numbers of 32 per cent. This increase is chiefly due to the appearance on the scene of La Martiniére College, Lucknow, which sent in 30 pupils from the Boys' Department and seven from the Girls.' Both these departments acquitted themselves exceedingly well, passing about 70 per cent. each of their candidates, whilst the Boys' Department monopolized the first eight places on the classified list. Wellesley Girls,' Naini Tal, has a similar percentage, and Boys' Oak Openings, Naini Tal, and St. Peter's College, Agra, are not far behind. Girls' Diocesan, Naini Tal, also did exceedingly well, passing eight out of ten or 80 per cent. of success. The results for St. George's College, Mussoorie, are very bad, only two candidates out of 16 being this year successful as against six out of 20 in 1891 and 14 out of 25 in 1890. Very bad also is the Boys' High School, Allahabad, passing only one out of five, and bad is St. Fidelis,' Mussoorie, with two passing out of eight candidates. Six private candidates appeared, of whom only one was successful.

"Descending to subjects, it is found from table B that the 2nd language was the most fatal among the compulsory subjects, Urdu and Latin each plucking about 40 per cent., whereas only one failed out of the 14 candidates that appeared in French. The easiest optional was Political Economy, fifty-two candidates passing out of 58, and the most difficult was Book-keeping by Double Entry, in which only two candidates passed out of 22; in Book-keeping by Single Entry, on the contrary, only two candidates failed out of 35.

"With regard to the report on Drawing, in which Mr. Sparke has been the examiner ever since these examinations were established, it is satisfactory to find that in his opinion 'a distinct improvement has been made of late in the work done by the schools.' Drawing at the Middle Standard has always been a success, and it is encouraging to find that this success has now, for the first time, extended to the High Standard, as will be seen by an inspection of the results supplied in Table B."—(Extract from Registrar's report.)

162. *Revision of the High and Middle standards.*—During the session under report the scheme of examination for the High Standard was, in conjunction with that for the Middle, recast and remodelled, in order that it might run more nearly parallel with the School Final examination for Anglo-Vernacular Schools, and be at the same time suited for the requirements of the Roorkee College and for the Entrance Examination of Allahabad. The changes that have been made may be summed up under the following heads. (*a*) The certificate is no longer for a system of *marks only*, as laid down in paragraph 29 of the Code; but a candidate is now required to pass in *all* the compulsory subjects and in at least *two* of the optionals. The examination is now therefore a genuine test of the abilities and acquirements of the candidates, and the classified list is a valuable means of finding out the relative efficiency of the competing schools. It also well serves its purpose as a means of distributing among the different schools the grants-in-aid earned under paragraph 27 of the Code. (*b*) There has been some change in the lists of compulsory and optional subjects. In the Code (*vide* page 41) Book-keeping and Political Economy are both among the so-called compulsory subjects—*so-called*, because in point of fact as long as the certificate was given for gaining an aggregate of so many marks, and not for passing in each of the compulsory subjects and in some of the optionals, the distinction between compulsory and optional was merely nominal. In the revised scheme Book-keeping and Political Economy are both reduced to the rank of optionals, and greater stress is thus laid upon the five compulsories that remain. (*c*) Some changes have been made in the optional subjects themselves. Trigonometry (which has no place at all in the code) has been added to the list, besides Book-keeping and Political Economy (as already noted). The subject of Book-keeping can no longer be split up into two parts, one by single and the other by double entry; henceforth a candidate must take up both or neither. Similarly Freehand drawing can no longer be split up into drawing from the flat and drawing from the solid. Physics and Chemistry, instead of being separate subjects, are grouped together into a single paper on Science, as in the "School Final Examination" for Anglo-Vernacular Schools.

The remodelled system received the sanction of the Government of India in August 1892, and in January 1893 it was accepted by the Senate of the University as an equivalent to the Entrance Examination. It is indeed much harder than the Entrance.

163. The above changes were, as far as found possible or expedient, introduced in the middle of the session of 1892. This, though unavoidable under the circumstances, fell hard upon some of the competing schools, especially upon the two Martiniére schools in Lucknow, in both of which the annual vacation of two months commenced almost immediately after the changes were made, so that the time left to them for working up to the remodelled scheme was exceptionally short. I am very glad, however, that both of these schools were able to combat the difficulty so bravely and so successfully, as both of them came out with high credit in the December examination. A programme or syllabus giving all particulars relating to the revised scheme was circulated to every school in the province in the first week of January 1893, so that every school is now having one full calendar year for working up to it in both the Middle and High

Standards. That the changes made were in the right direction, although introduced at an inconvenient time, may be judged from the fact that the schools as a whole have never done so well in any previous year, nor have the examinations ever before been so largely attended. It is hoped that in future no further changes, except in the matter of text books, will be found necessary: for permanence is one of the first essentials to the success and popularity of a public examination. It may be necessary to revise the drawing course to some extent, as soon as we know what the Roorkee course will be, after the proposed re-organization of the Roorkee College has been carried out. In the meanwhile we are keeping the *present* requirements of the College named steadily in view.

164. Some of the European schools like to send up candidates for the Entrance examination of the provincial university besides or in lieu of preparing them for the High Standard of the Code.

The result last year was as below:—

Results of the Entrance Examination.

	Presented.	Passed.
St. George's College, Mussoorie	4	4
Philander Smith Institute	5	5
Girls' High School, Allahabad	1	1
St. Joseph's Collegiate School	3	0
Total ...	13	10

European schools are perfectly free to send up candidates for matriculation at Allahabad. But no grants are given to schools for so doing, as the High Standard examination is considered to be more suitable for students of this class; and those who desire to matriculate may do so under the university regulations by simply passing in the High Standard.

(2).—*Education of Muhammadans.*

165. It has been usual in this place to give statistics relating to the education of Muhammadans. The following table shows the number of schools chiefly, if not solely, attended by such students during the past year:—

Class of institution.	Division.	Name of institution.	Number of institution.	Number of scholars on the rolls on 31st March 1893. Total.	Muhammadans.
College ...	Meerut ...	Muhammadan Anglo-Oriental College, Aligarh	1	121*	101
Secondary	,, ...	Muhammadan Anglo-Oriental Collegiate School, Aligarh.	1	238	199
	Oudh ...	Madrassa Alia Islamia, Lucknow... ...	1	181	127
	,, ...	Husainabad School	1	105	52
	,, ...	F. Q. Anglo-Vernacular School, Nanpara, Bahraich.	1	80	64
	,, ...	Kakori Anglo-Vernacular School, Lucknow ...	1	65	46
	,, ...	Middle Class School for Girls, Lucknow ...	1	20	20
	Benares ...	Chashmai Rahmat School, Ghâzipur (Oriental Department).	1	167	142
	Rohilkhand ...	Taj-ul Madaris, Amroha	1	76	69
	Kumaun ...	Persian School, Almora	1	41	33
		Total ...	9	973	752
Primary...	Agra ...	Islamia English School, Etáwah	1	107	99
	Oudh ...	Zanána Mission Agency, Lucknow ...	1	339	199
	,, ...	A. M. Girls' Schools, Lucknow	10	278	194
	,, ...	I. F. N. S. Girls' ,, ,, ...	3	78	78
	,, ...	Fyzabad Girls' ,, ,, ...	2	66	55
	,, ...	Wesleyan Mission School for Girls, Husainganj, Lucknow.	1	21	11
	,, ...	A. M. Girls' School, Bahraich	1	21	21
	,, ...	Primary Girls' Schools, Lucknow ...	11	289	235
	,, ...	,, ,, Bara Banki ...	1	28	25
	,, ...	,, ,, Kheri	6	122	70
	,, ...	,, ,, Sultánpur ...	4	93	89
	,, ...	,, ,, Partábgarh ...	1	34	34
	Allahabad ...	Madrassa Islamia, Fatehpur	1	72	72
		Total ...	43	1,548	1,182
Indigenous	Meerut ...	...	559	6,722	6,446
	Agra ...	...	70	1,060	817
	Bundelkhand ...	...	27	267	242
	Oudh ...	...	600	5,223	4,561
	Allahabad ...	...	102	1,143	1,143
	Benares ...	...	87	1,077	1,075
	Rohilkhand ...	...	346	4,552	4,327
	Kumaun ...	...	2	45	45
		Total ...	1,793	20,089	18,656
		GRAND TOTAL ...	1,846	22,731	20,691

* Excluding 69 scholars (32 Muhammadans) of the Law Department of the College.

As compared with the previous year, there has been an increase of 46 in the number of institutions, and of 2,854 in the number of Muhammadan students.

(3).—*The Colvin School, Lucknow.*

166. This school has been founded for the education of the sons or other near relatives of the Taluqdárs of Oudh. The opening ceremony, at which Sir Auckland Colvin (after whom the school has been named) presided, took place on the 8th March 1892, but it was not until nearly two months later, on the 2nd May, that work was actually commenced. Even then the work was of a somewhat tentative nature, in order to get the masters and boys acquainted with each other, and see in what manner the classes would have to be formed. The students were sent back to their homes on the 21st May, and the re-opening was fixed for the 1st July, when all other Anglo-Vernacular schools in the province re-assemble for the new annual session. The school therefore duly re-opened on the 1st July; but the return of many of the students after the vacation was unpunctual, for which of course the parents were much more to blame than the boys themselves. Gradually, however, the attendance rose to 32, of whom 26 were boarders and 6 day-scholars, and continued so till the close of the year under report. The Muhammadan students number 15, and the Hindu 17. These have come from nine different districts of Oudh, and one boy by the special permission of the Committee has come from Benares on the payment of double fees. The fees are at different rates, Rs. 20 for most of the students, and Rs. 10 for those who are exempted for special reasons from paying the full rate.

167. Owing to the various ages and attainments of the pupils, it was necessary to form almost all the classes that are comprised in the Government Zila School scheme, for the teaching of which the staff consisted of one principal (Mr. Siddons), one headmaster, three assistant English masters, one writing master, one teacher of Arabic and Persian, and one teacher of Sanskrit. Besides the regular tuitional staff there is a Hindu religious instructor, a Maulvi for the Sunni students, and another for the Shias, a gymnasium instructor, and a riding master. In tuitional work the school has made very satisfactory progress. Two students are preparing for the Matriculation examination of 1894; one went up for the Middle English in 1893 and passed in the second division. To pass in these examinations may be of no practical use to such students; but it serves as a test of the work done annually in each session. In April, during the last 10 days of the term, the annual examination was held, the results of which were very satisfactory, as only 10 failed to qualify for promotion, and two of these were absent through sickness. "In English," as Mr. Siddons reports, "all the classes were examined by myself, and if I had not been already so familiar with their work I should perhaps have been more struck than I was with the progress that had been made in the course of so few months,"—a result, which, as Mr. Siddons says, "reflects much credit on the headmaster, and all the assistant masters," and no doubt on himself also. The salaries of the religious instructors are paid by the British Indian Association, with whom rests their selection, appointment, and removal. The riding school is under the management of an officer of the Lucknow Mounted Police. The teaching has been very successful; but only 13 ponies have so far been provided for the 32 pupils. Owing to the smallness of the gymnasium room, such exercises as the boys have learnt thoroughly have been taught in the open air, *viz.*, club drill for the bigger boys, who have also begun to learn fencing, and wooden dumb bell exercises for the younger boys, with a little simple drill for all. School sports are popular, especially football and tennis. Cricket is played under difficulties, partly because the boys are so unequal in point of age and size that it is difficult to make a good eleven, and partly because a good cricket field was not easily made on ground which is an undulating sandy desert on one bank of the Gumti.

168. The school is under the same committee of management as that of the Canning College; in fact it is an offshoot from the college named. The college contributes Rs. 7,980 annually towards its maintenance, the British India Association gives Rs. 5,520: a sum of Rs. 4,950 was realized from fees, and another sum of Rs. 3,500 from the Court of Wards.

ALLAHABAD:
The 1st August 1893.

J. C. NESFIELD, M.A.,
Director of Public Instruction,
North-Western Provinces and Oudh.

GENERAL TABLES Nos. I—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract return of Colleges Schools and Scholars, in the North-Western Provinces and Oudh, at the end of the official year 1892-93.

(For details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of—	Remarks.
				University Education.		*School Education, General.*		*School Education, Special.*		Total of Public Institutions.					
Total area in square miles.	Number of towns and villages.	Population.*		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
106,111	Towns ... 297 Villages... 105,124 Total ... 105,421	Males ... 24,303,601 Females... 22,601,484 46,905,085	Institutions. For males	17	9	478	4,089	4	53	4,650	1,458	4,285	10,393	Institutions to number of towns and villages. 9·86	
			Institutions. For females	1	...	24	280	1	2	308	...	167	475	Institutions to number of towns and villages. ·45	
			Total ...	18	9	502	4,369	5	55	4,958	1,458	4,452	10,868	10·31	
			Scholars. Males ...	1,855	780	53,159	151,266	319	3,336	210,715	15,739	49,949	276,403	Male scholars to male population of school-going age. 7·58	
			Scholars. Females ...	6	...	1,892	8,188	83	138	10,307	105	2,601	13,013	Female scholars to female population of school-going age. ·38	
			Total ...	1,861	780	55,051	159,454	402	3,474	221,022	15,844	52,550	289,416	4·11	

* Census of 1891.

GENERAL TABLE II.

Abstract return of expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1892-93.

(For details see General Table IV).

	Total direct expenditure on Public Instruction.							Total indirect expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males ...	2,77,763	1,49,639	10,82,101	6,12,803	48,643	58,035	22,28,984	36,015	41,166	2,50,048	88,650	3,38,394	40,318	1,12,849	9,07,440	34,46,894	
For females ...	2,098	...	2,00,724	1,02,181	4,510	957	3,10,470										
Total ...	**2,79,861**	**1,49,639**	**12,82,825**	**7,14,984**	**53,153**	**58,992**	**25,39,454**	**36,015**	**41,166**	**2,50,043**	**88,650**	**3,38,394**	**40,318**	**1,12,849**	**9,07,440**	**34,46,894**	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	22·0	23·1	21·6	3·8	...	4·2	74·7	...	7·4	...	4·8	10·1	1·0	2·0	25·3	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·3	...	25·9	36·5	3·4	1·0	67·1	...	...	17·3	1·6	10·9	1·1	2·0	32·9	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	4·9	...	54·1	26·6	...	·4	86·0	...	...	...	6·0	4·8	1·2	2·0	14·0	100	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	8·1	4·3	37·2	20·8	1·6	1·7	73 7	1·0	1·2	7·2	2·6	9·8	1·2	3·3	26·3	100	

GENERAL TABLE II.

Abstract return of expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1892-93—(continued).

(For details see General Table IV).

1		TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Remarks.
		University Education.		*School Education, General.*		*School Education, Special.*		Total.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
		2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Government Institutions.	Cost to Provincial Revenues	82 12 10	372 5 4	0 13 7	...	...	9 9 5	17 4 6	
	Cost to Local and Municipal Funds	4 9 0	...	22 9 1	5 0 11	145 7 2	4 4 5	17 5 6	
	Total Cost	114 4 8	396 2 2	37 15 11	8 11 7	146 5 4	18 15 6	46 6 5	
Local Fund Schools...	Cost to Provincial Revenues	...	...	...	...	...	...	...	
	Cost to Local Funds	...	...	5 1 10	3 10 8	...	...	3 14 8	
	Total Cost	...	...	6 13 1	3 14 1	...	...	4 6 2	
Municipal Schools ...	Cost to Provincial Revenues	...	...	...	...	...	...	...	
	Cost to Municipal Funds	...	...	8 9 8	5 8 9	...	...	6 11 3	
	Total Cost	...	...	17 11 6	6 1 10	...	...	10 8 1	
Aided Institutions ...	Cost to Provincial Revenues	56 14 7	11 11 11	7 10 2	2 2 3	...	...	6 12 9	
	Cost to Local and Municipal Funds	6 7 8	...	6 13 4	3 4 7	28 9 2	5 7 2	5 8 1	
	Total Cost	178 10 11	35 13 5	46 0 4	15 3 0	61 9 2	12 4 8	37 6 11	
Unaided Institutions	**Total Cost**	264 7 2	27 1 6	65 1 11	7 8 5	...	15 7 7	45 14 2	
All Institutions ...	Cost to Provincial Revenues	66 6 5	155 1 2	2 4 5	0 2 3	...	6 13 3	1 15 9	
	Cost to Local and Municipal Funds	5 0 6	...	8 2 2	3 11 1	118 2 10	4 7 10	5 0 11	
	Total Cost	151 3 1	179 13 8	24 2 3	4 12 0	126 8 11	17 1 11	12 1 3	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1892-93.

Class of institutions.	PUBLIC INSTITUTIONS.							
	UNDER PUBLIC MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. English	3	544	561	498	...	...	...	...
UNIVERSITY EDUCATION. Oriental	2	406	401	356	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
UNIVERSITY EDUCATION. Law	2	171	172	121	...	...	...	...
UNIVERSITY EDUCATION. Engineering	1	165	166	163	...	...	...	...
Total	**8**	**1,286**	**1,300**	**1,138**	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	33	6,687	6,547	5,548	1	99	94	68
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools — English	7	673	652	514	14	1,226	1,195	973
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools — Vernacular	...	...	...	...	317	29,432	27,992	22,414
SCHOOL EDUCATION, GENERAL. For Girls — High Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools — Vernacular	...	...	...	...	3	67	66	50
Total	**40**	**7,360**	**7,199**	**6,062**	**335**	**30,824**	**29,347**	**23,505**
Primary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys	34	2,543	2,332	1,954	3,935	1,42,662	1,34,382	1,06,366
SCHOOL EDUCATION, GENERAL. For Girls	...	...	...	...	128	2,880	2,783	2,169
Total	**34**	**2,543**	**2,332**	**1,954**	**4 063**	**1,45,542**	**1,37,165**	**1,08,535**
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	3	319	322	302	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	2	206	209	198	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools	1	101	89	66	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools	44	2,190	2,156	1,410	...	...	...	...
Total	**50**	**2,816**	**2,776**	**1,976**	...	...	...	...
Total of Colleges and Schools of Public Instruction.	**132**	**14,005**	**13,607**	**11,130**	**4,398**	**1,76,366**	**1,66,512**	**1,32,040**

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-Western*

Class of institutions.	PUBLIC INSTITUTIONS—(*continued*). UNDER PRIVATE MANAGEMENT. *Aided by Government or by Local Fund or Municipal Boards.* Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	*Unaided.* Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.
1	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
UNIVERSITY EDUCATION. English	5	713	713	634	6	151	129	119	14	1,408
UNIVERSITY EDUCATION. Oriental	2	47	47	38	...	...	...	...	4	453
Colleges or Departments of Colleges for Professional Training.										
UNIVERSITY EDUCATION. Law	2	223	270	201	4	221	224	176	8	615
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	1	165
Total ...	9	983	1,030	873	10	372	353	295	27	2,641
Secondary Schools.										
SCHOOLS EDUCATION, GENERAL. For Boys. High Schools ...	41	8,123	7,973	6,713	6	861	926	757	81	15,770
SCHOOLS EDUCATION, GENERAL. For Boys. Middle Schools. English ...	43	4,742	4,598	3,661	5	444	427	351	69	7,085
SCHOOLS EDUCATION, GENERAL. For Boys. Middle Schools. Vernacular	8	668	656	482	3	199	209	159	328	30,299
SCHOOLS EDUCATION, GENERAL. For Girls. High Schools ...	10	919	901	796	...	...	...	...	10	919
SCHOOLS EDUCATION, GENERAL. For Girls. Middle Schools. English ...	11	911	905	835	...	...	...	...	11	911
SCHOOLS EDUCATION, GENERAL. For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	3	67
Total ...	113	15,363	15,033	12,487	14	1,504	1,562	1,267	502	55,951
Primary Schools.										
For Boys	91	4,948	4,598	3,724	29	1,070	1,041	834	4,089	1,51,223
For Girls	139	5,080	5,086	4,009	13	271	306	214	280	8,231
Total ...	230	10,028	9,684	7,733	42	1,341	1,347	1,048	4,369	1,59,454
Schools for Special Instruction.										
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters.	1	...	21	20	...	...	...	...	4	319
SCHOOL EDUCATION, SPECIAL. Ditto for Mistresses.	1	83	77	74	...	...	...	...	1	83
SCHOOL EDUCATION, SPECIAL. Medical Schools ...	...	...	...	...	...	...	...	...	2	206
SCHOOL EDUCATION, SPECIAL. Industrial Schools ...	3	168	155	130	...	...	...	...	4	269
SCHOOL EDUCATION, SPECIAL. Other Schools	4	733	759	573	1	76	78	58	49	2,999
Total ...	9	984	1,012	797	1	76	78	58	60	3,976
Total of Colleges and Schools of Public Instruction.	361	27,358	26,759	21,890	67	3,293	3,340	2,668	4,958	2,21,022
PRIVATE INSTITUTIONS. 1. *Advanced teaching:*— (*a*) Arabic or Persian									1,061	11,072
PRIVATE INSTITUTIONS. 1. *Advanced teaching:*— (*b*) Sanskrit									365	4,305
PRIVATE INSTITUTIONS. 1. *Advanced teaching:*— (*c*) Any other oriental classic ...									32	467
PRIVATE INSTITUTIONS. 2. Elementary, teaching a vernacular only or mainly ... For Boys									3,224	38,508
PRIVATE INSTITUTIONS. 2. Elementary, teaching a vernacular only or mainly ... For Girls									94	1,572
PRIVATE INSTITUTIONS. 3. Elementary, teaching the Koran ... ... For Boys									1,061	12,026
PRIVATE INSTITUTIONS. 3. Elementary, teaching the Koran ... ... For Girls									73	444
Total ...									5,910	68,394
GRAND TOTAL ...									10,868	2,89,416

TABLE III.—(*continued*).

Provinces and Oudh for the official year 1892-93.

Number of Scholars on the 31st of March learning.			*Classification of Scholars on the 31st of March according to Race or Creed.*					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,396	1,037	15	32	38	1,059	277	2	...	...	
39	453	...	...	...	418	35	...	...	...	
615	...	...	3	4	479	127	2	...	...	
165	...	...	57	1	84	23	...	...	...	
2,215	1,490	15	92	43	2,040	462	4	...	...	
15,739	10,525	5,427	1,129	504	10,944	3,166	27	45	...	
6,981	3,083	4,013	185	276	5,139	1,480	5	...	...	
45	349	30,084	...	46	22,550	7,699	4	...	...	
919	332	330	780	128	...	...	11	...	46	
636	72	917	200	697	14	...	...	...	4	
...	20	47	...	...	38	29	...	...	...	
24,320	14,381	40,818	2,294	1,651	38,685	12,374	47	45	50	
4,897	737	1,52,825	297	1,231	1,29,626	20,007	62	85	...	
687	39	8,235	321	995	4,738	2,140	37	...	128	
5,584	776	1,61,060	618	2,226	1,34,364	22,147	99	85	128	
...	213	638	...	...	260	59	...	...	...	
82	...	166	...	81	2	...	...	...	...	
...	...	206	...	56	103	47	...	...	...	
22	...	217	...	166	71	32	...	...	...	
111	617	2,540	...	1	2,589	409	...	...	...	
215	830	3,767	...	304	3,025	547	...	...	...	
32,334	17,477	2,05,660	3 004	4,224	1,78,114	35,530	150	130	178	
...	11,072	...	...	...	2,895	8,170	7		...	
...	4,305	...	...	...	4,285	20	...	105	...	
...	467	...	...	...	382	85	...		...	
1,714	8,714	28,106	...	1,344	27,827	9,196	141	209	...	
20	66	1,486	...	358	675	228	311	...	17	
...	12,026	...	...	...	25	12,001	...	393	...	
...	444	...	...	...	...	444	...	...	...	
1,734	37,094	29,592	...	1,702	36,089	30,144	459	707	17	
34,068	54,571	2,35,252	3,004	5,926	2,14,203	65,674	609.	837	195	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. — English ...	65,352	4,088	300	24,084	...	1,335	95,159
UNIVERSITY EDUCATION. — Oriental ...	14,305	...	...	...	...	484	14,789
Colleges or Departments of Colleges for Professional Training.							
UNIVERSITY EDUCATION. — Law ...	...	...	...	6,965	...	...	6,965
UNIVERSITY EDUCATION. — Engineering ...	1,25,848	...	...	...	...	1,080	1,26,928
Total ...	2,05,505	4,088	300	31,049	...	2,899	2,43,841
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. — For Boys... High Schools ...	6,112	1,35,115	10,973	93,841	816	4,203	2,51,060
SCHOOL EDUCATION, GENERAL. — For Boys... Middle Schools English ...	...	13,398	2,986	5,286	73	723	22,466
SCHOOL EDUCATION, GENERAL. — For Boys... Middle Schools Vernacular ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... High Schools ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... Middle Schools English ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls... Middle Schools Vernacular ...	...	...	...	...	...	...	...
Total ...	6,112	1,48,513	13,959	99,127	889	4,926	2,73,526
Primary Schools.							
SCHOOL EDUCATION, GENERAL. — For Boys ...	...	5,690	6,105	8,153	98	303	20,349
SCHOOL EDUCATION, GENERAL. — For Girls ...	...	...	...	...	...	...	...
Total ...	...	5,690	6,105	8,153	98	303	20,349
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters ...	...	46,834	...	...	...	285	47,119
SCHOOL EDUCATION, SPECIAL. — Ditto Mistresses ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools ...	21,795	...	...	...	1,003	...	22,798
SCHOOL EDUCATION, SPECIAL. — Industrial Schools ...	1,729	...	...	...	...	...	1,729
SCHOOL EDUCATION, SPECIAL. — Other Schools ...	...	10,491	...	10,620	...	913	22,024
Total ...	23,524	57,325	...	10,620	1,003	1,198	93,670
Buildings ...	38,034	28,424	1,783	241	...	372	68,854
Furniture and Apparatus (Special grants only) ...	150	4,543	483	192	...	261	5,629
Total ...	38,184	32,967	2,266	433	...	633	74,483
University ...	...	...	...	...	...	...	...
Direction ...	...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Professional Colleges ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Secondary Schools ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Primary Schools ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	2,73,325	2,48,583	22,630	1,49,382	1,990	9,959	7,05,869

TABLE IV.

North-Western Provinces and Oudh, for the official year 1892-93.

INSTITUTIONS.

MANAGEMENT.

Managed by Local Fund and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,400	808	1,122	141	248	4,719
...	3,585	9,982	6,240	397	220	20,424
...	1,41,559	7,215	39,746	180	441	1,89,141
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	863	600	...	...	...	1,463
...	**1,48,407**	**18,605**	**47,108**	**718**	**909**	**2,15,747**
300	4,82,063	14,260	22,522	1,950	59	5,21,154
...	12,519	3,766	...	...	...	16,285
300	**4,94,582**	**18,026**	**22,522**	**1,950**	**59**	**5,37,439**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	1,04,746	1,271	1,121	1,308	...	1,08,446
...	8,948	780	4,506	84	273	14,591
...	**1,13,694**	**2,051**	**5,627**	**1,392**	**273**	**1,23,037**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
300	**7,56,683**	**38,682**	**75,257**	**4,060**	**1,241**	**8,76,923**

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
2	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	41,755	...	4,840	23,318	3,917	58,416	1,32,246
UNIVERSITY EDUCATION. Oriental	1,496	60	24	29	23	1,921	3,553
Colleges or Departments of Colleges for Professional Training.							
UNIVERSITY EDUCATION. Law	3,171	...	...	5,688	...	818	9,677
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...
Total ...	46,422	60	4,864	29,035	3,940	61,155	1,45,476
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys... High Schools	69,481	46,791	13,611	1,85,226	15,545	69,152	3,99,806
SCHOOL EDUCATION, GENERAL. For Boys... Middle Schools English ...	4,461	20,966	9,965	28,025	7,105	16,484	87,006
SCHOOL EDUCATION, GENERAL. For Boys... Middle Schools Vernacular ...	...	2,280	336	962	1,169	1,014	5,761
SCHOOL EDUCATION, GENERAL. For Girls ... High Schools	33,195	157	570	96,729	5,435	22,525	1,58,611
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools English ...	7,622	7,932	144	6,770	516	17,666	40,650
SCHOOL EDUCATION, GENERAL. For Girls ... Schools Vernacular ...	...	...	...	...	...	...	...
Total ...	1,14,759	78,126	24,626	3,17,712	29,770	1,26,841	6,91,834
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	9,344	12,650	2,379	6,421	13,288	18,885	62,967
SCHOOL EDUCATION, GENERAL. For Girls	11,366	15,218	1,597	5,215	13,421	37,271	84,088
Total ...	20,710	27,868	3,976	11,636	26,709	56,156	1,47,055
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	400	...	...	...	1,124	1,524
SCHOOL EDUCATION, SPECIAL. Ditto Mistresses ...	...	2,400	...	885	25	1,200	4,510
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	1,560	...	...	420	1,281	3,261
SCHOOL EDUCATION, SPECIAL. Other Schools	...	3,000	419	1,016	997	2,541	7,973
Total ...	...	7,360	419	1,901	1,442	6,146	17,268
Buildings	18,233	25,198	2,000	5,216	47,424	60,323	1,58,394
Furniture and Apparatus (Special grants only)...	5,759	1,863	...	3,351	3,753	4,041	18,767
Total ...	23,992	2 ,061	2,000	8,567	51,177	64,364	1,77,161
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Primary Schools...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	2,05,883	1,40,475	35,885	3,68,851	1,13,038	3,14,662	11,78,794

TABLE IV.—(*continued*).

North-Western Provinces and Oudh, for the official year 1892-93.

INSTITUTIONS—(*continued*).									
MANAGEMENT.				TOTAL EXPENDITURE FROM—					GRAND TOTAL.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
10,501	18,428	5,185	34,114	1,07,107	4,088	5,140	57,903	87,281	2,61,519
...	...	...	...	15,801	60	24	29	2,428	18,342
3,691	...	2,378	6,069	3,171	...	...	16,344	3,196	22,711
...	...	...	...	1,25,848	...	...	...	1,080	1,26,928
14,192	**18,428**	**7,563**	**40,183**	**2,51,927**	**4,148**	**5,164**	**74,276**	**93,985**	**4,29,500**
44,269	3,500	35,162	82,931	75,593	1,84,306	25,392	3,24,458	1,28,767	7,38,516
6,142	670	10,556	17,368	4,461	37,949	22,933	45,693	36,228	1,47,264
164	999	256	1,419	...	1,43,839	7,551	40,872	4,059	1,96,321
...	...	...	...	33,195	157	570	96,729	27,960	1,58,611
...	...	...	...	7,622	7,932	144	6,770	18,182	40,650
...	...	...	...	...	863	600	...	...	1,463
50,575	**5,169**	**45,974**	**1,01,718**	**1,20,871**	**3,75,046**	**57,190**	**5,14,522**	**2,15,196**	**12,82,825**
2,174	1,200	4,959	8,333	9,644	5,00,403	22,744	39,270	40,742	6,12,803
2	220	1,586	1,808	11,366	27,737	5,363	5,217	52,498	1,02,181
2,176	**1,420**	**6,545**	**10,141**	**21,010**	**5,28,140**	**28,107**	**44,487**	**93,240**	**7,14,984**
...	...	...	...	...	47,234	...	...	1,409	48,643
...	...	...	...	...	2,400	...	885	1,225	4,510
...	...	...	...	21,795	...	...	...	1,003	22,798
...	...	...	...	1,729	1,560	...	...	1,701	4,990
211	...	996	1,207	...	13,491	419	11,847	5,447	31,204
211	**...**	**996**	**1,207**	**23,524**	**64,685**	**419**	**12,732**	**10,785**	**1,12,145**
138	...	2,562	2,700	56,267	1,58.368	5,054	6,716	1,11,989	3,38,394
39	83	1,209	1,331	5,909	15,354	1,263	8,088	9,704	40,318
177	**83**	**3,771**	**4,031**	**62,176**	**1,73,722**	**6,317**	**14,804**	**1,21,693**	**3,78,712**
...	...	...	...	...	...	...	36,015	...	36,015
...	...	...	...	41,166	...	...	...	...	41,166
...	...	...	...	...	2,50,048	...	...	...	2,50,048
...	...	...	...	11,840	...	790	...	18,302	30,932
...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,840	22,836	2,386	1,073	10,537	43,672
...	...	...	...	...	77	72	...	1,891	2,040
...	...	...	...	8,234.	238	3,040	...	494	12,006
...	...	...	...	11,214	29,629	2,133	44,369	25,504	1,12,849
...	...	...	...	79,294	3,02,828	8,421	81,457	56,728	5,28,728
67,331	**25,100**	**64,849**	**1,57,280**	**5,58,802**	**14,48,569**	**1,05,618**	**7,42,278**	**5,91,627**	**34,46,894**

GENERAL

Return of the stages of instruction of pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Government	English ...	40	7,360	1,099	...	1,099	2,165	...	2,165
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund	English ...	2	147	...	...	...	19	...	19
		Vernacular ...	315	29,171	...	...	...	5,631	...	5,631
	Municipal	English ...	13	1,178	12	...	12	233	...	233
		Vernacular ...	2	261	...	...	...	33	...	33
	Aided	English ...	84	12,865	1,152	1	1,153	2,857	3	2,860
		Vernacular ...	8	668	...	...	...	108	...	108
	Unaided	English ...	11	1,305	106	1	107	273	13	286
		Vernacular ...	3	199	...	...	...	52	...	52
	Total	...	**478**	**53,154**	**2,369**	**2**	**2,371**	**11,371**	**16**	**11,387**
For Girls ...	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	2	47	...	...	...	...	5	5
	Municipal	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	20	...	...	...	...	20	20
	Aided	English ...	21	1,830	...	87	87	1	452	453
		Vernacular ...	...	...	...	...	...	...	...	...
	Unaided	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Total	...	**24**	**1,897**	...	**87**	**87**	**1**	**477**	**478**
	Total, Secondary Schools	...	**502**	**55,051**	**2,369**	**89**	**2,458**	**11,372**	**493**	**11,865**
Primary Schools—										
For Boys ...	Government	... ...	34	2,543	...	...	...	...	...	...
	Local Fund	... ...	3,880	140,515	...	...	...	...	...	...
	Municipal	... ...	55	2,147	...	...	...	...	...	...
	Aided	... ...	91	4,948	...	...	...	...	...	...
	Unaided	... ...	29	1,070	...	...	...	...	...	...
	Total	...	**4,089**	**151,223**	...	...	...	...	...	...
For Girls ...	Government	... ...	...	...	...	...	...	...	...	...
	Local Fund	... ...	116	2,582	...	...	...	...	...	...
	Municipal	... ...	12	298	...	...	...	...	...	...
	Aided	... ...	139	5,080	...	...	...	...	...	...
	Unaided	... ...	13	271	...	...	...	...	...	...
	Total	...	**280**	**8,231**	...	...	...	...	...	...
	Total, Primary Schools	...	**4,369**	**159,454**	...	...	...	...	...	...
	GRAND TOTAL	...	**4,871**	**214,505**	**2,369**	**89**	**2,458**	**11,372**	**493**	**11,865**

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of official year 1892-93.

Upper primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,210	...	2,210	1,886	...	1,886	...	...	...	7,360	...	7,360
...	...	...	...	...	...	...	...	...	...	...	...
35	...	35	93	...	93	...	...	...	147	...	147
5,950	...	5,950	16,807	...	16,807	783	...	783	29,171	...	29,171
281	...	281	652	...	652	...	...	...	1,178	...	1,178
38	...	38	173	...	173	17	...	17	261	...	261
2,832	1	2,833	5,845	1	5,846	172	1	173	12,858	7	12,865
106	...	106	399	...	399	55	...	55	668	...	668
338	13	351	544	9	553	6	2	8	1,267	38	1,305
46	...	46	101	...	101	...	...	...	199	...	199
11,836	**14**	**11,850**	**26,500**	**10**	**26,510**	**1,033**	**3**	**1,036**	**53,109**	**45**	**53,154**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	42	42	...	...	...	...	47	47
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	20	20
5	424	429	15	628	643	29	189	218	50	1,780	1,830
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
5	**424**	**429**	**15**	**670**	**685**	**29**	**189**	**218**	**50**	**1,847**	**1,897**
11,841	**438**	**12,279**	**26,515**	**680**	**27,195**	**1,062**	**192**	**1,254**	**53,159**	**1,892**	**55,051**
9	...	9	2,459	...	2,459	75	...	75	2,543	...	2,543
22,571	...	22,571	110,355	7	110,362	7,582	...	7,582	140,508	7	140,515
162	...	162	1,866	...	1,866	119	...	119	2,147	...	2,147
465	19	484	3,790	25	3,815	631	18	649	4,886	62	4,948
103	2	105	880	4	884	71	10	81	1,054	16	1,070
23,310	**21**	**23,331**	**119,350**	**36**	**119,386**	**8,478**	**28**	**8,506**	**151,138**	**85**	**151,223**
...	...	...	...	...	...	...	...	...	...	...	...
...	124	124	...	2,203	2,203	...	255	255	...	2,582	2,582
...	38	38	...	260	260	...	...	...	...	298	298
19	461	480	42	3,619	3,661	67	872	939	128	4,952	5,080
...	...	...	...	254	254	...	17	17	...	271	271
19	**623**	**642**	**42**	**6,336**	**6,378**	**67**	**1,144**	**1,211**	**128**	**8,103**	**8,231**
23,329	**644**	**23,973**	**119,392**	**6,372**	**125,764**	**8,545**	**1,172**	**9,717**	**151,266**	**8,188**	**159,454**
35,170	**1,082**	**36,252**	**145,907**	**7,052**	**152,959**	**9,607**	**1,364**	**10,971**	**204,425**	**10,080**	**214,505**

GENERAL

Return showing the **Results of Prescribed Examinations** *in North-*

Nature of Examination.	*Number of Institutions sending Examinees.*				*Number of Examinees.*				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	1	2	...	3	11	9	...	6	26
2. Bachelor of Arts	2	4	2	8	106	116	7	15	244
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. Intermediate Examination ...	3	5	5	13	224	257	60	30	571
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (*a*) ...	1	1	1	3	82	1	1	...	84
„ „ Arabic (*b*)	...	1	...	1	...	3	...	...	3
„ „ Persian (*b*)	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (*c*) ...	3	3	10	16	82	4	24	2	112
„ „ „ Arabic (*b*) ...	...	1	...	1	...	2	...	1	3
„ „ „ Persian (*b*) ...	...	...	...	...	...	...	...	1	1
5. Proficiency in Sanskrit (*d*) ...	3	4	19	26	57	11	50	3	121
„ „ Arabic (*e*) ...	...	2	1	3	...	10	1	...	11
„ „ Persian (*b*) ...	...	1	...	1	...	3	...	...	3
„ „ Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	4	...	6	22	29	...	...	51
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					12	...	...	...	12
2. B. C. E.					23	...	...	...	23
3. L. C. E.	1	...	...	1	38	...	...	...	38
4. First L. C. E.					307	...	...	...	307
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... ... Boys ...	35	45	6	86	614	662	61	389	1,726
Matriculation ... ... Girls ...	...	11	1	12	...	46	2	4	52
Middle School examination ... Boys ...	357	82	15	454	3,360	1,281	137	1,753	6,531
Middle School examination ... Girls ...	...	5	1	6	...	27	5	...	32
Upper Primary examination... Boys ...	2,033	147	23	2,203	9,082	1,925	256	102	11,365
Upper Primary examination... Girls ...	22	65	1	88	22	478	1	...	501
Lower Primary examination... Boys ...	4,073	177	31	4,281	17,873	2,587	318	2	20,780
Lower Primary examination... Girls ...	62	97	1	160	97	734	18	...	849
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School examination for Masters. Upper ...	3	1	...	4	47	3	...	31	81
1. Training School examination for Masters. Lower ...	3	1	...	4	108	8	...	76	192
2. Training School examination for Mistresses. Upper ...	...	...	...	...	...	...	...	...	...
2. Training School examination for Mistresses. Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	28	...	...	8	36
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination. Upper ...	...	2	...	2	...	94	...	...	94
6. Industrial School Examination. Lower ...	...	2	...	2	...	44	...	...	44

(*a*) Acharya Examination of the Sanskrit College,
(*b*) Panjáb University
(*c*) Madhyama Pariksha Examination of the Sanskrit College,
(*d*) Prathama ditto ditto
(*e*) Mulla Examination of Muir College, and Maulvi

TABLE VI.

Western Provinces and Oudh, during the official year 1892-93.

Number passed.					*Race or Creed of passed Scholars.*					Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
11	12	13	14	15	16	17	18	19	20	21
8	6	...	5	19	...	1	16	2	...	
54	75	4	1	134	...	3	105	24	2	
...	...	...	...	...	...	...	...	...	...	
112	135	21	6	274	4	2	213	52	3	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
69	1	1	...	71	...	...	71	...	...	
...	1	...	...	1	...	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	
46	1	9	1	57	...	...	57	...	...	
...	1	...	...	1	...	...	...	1	...	
...	...	...	1	1	...	...	...	1	...	
15	3	12	1	31	...	...	31	...	...	
...	3	...	...	3	...	...	...	3	...	
...	1	...	...	1	...	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
13	11	...	...	24	...	...	21	3	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
12	...	...	...	12	3	1	8	...	...	Engineer.
23	...	...	...	23	18	...	5	...	...	Upper Subordinate
37	...	...	...	37	...	...	32	5	...	Lower Subordinate.
104	...	...	...	104	42	1	52	8	1	College Entrance.
...	...	...	...	...	...	...	...	...	...	
337	300	25	54	716	48	17	540	109	2	
...	29	2	2	33	26	7	...	...	...	
2,040	554	60	341	2,995	32	28	2,229	706	...	
...	20	1	...	21	21	...	...	...	...	
6,369	1,217	168	42	7,796	197	74	6,018	1,506	1	
10	329	1	...	340	105	115	70	50	...	
14,523	1,728	240	2	16,493	182	149	13,207	2,861	4	
70	478	15	...	563	111	187	161	104	...	
38	3	...	15	56	...	3	47	6	...	
80	8	...	11	99	...	8	72	19	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
21	...	...	4	25	...	1	17	7	...	
...	...	...	...	...	...	...	...	...	...	
...	94	...	...	94	...	94	...	...	...	
...	44	...	...	44	...	42	2	...	...	

Roorkee College Examinations.

Benares, and Shastri Examination of the Panjáb University.
Examinations.
Benares, and Visharada Examination of the Panjáb University.
ditto Prajna ditto ditto.
Examination of the Panjáb University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.			Expenditure of				
			In Institutions managed				
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1			2	3	4	5	6
							Rs.
University Education.	*Arts Colleges.*						
	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Total	...	...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys ... High Schools	...	...	...	...	...	...
	For Boys ... Middle Schools ... English	...	2	147	133	101	...
	For Boys ... Middle Schools ... Vernacular	...	315	29,171	27,729	22,210	...
	For Girls ... High Schools	...	...	...	...	...	...
	For Girls ... Middle Schools ... English	...	...	...	...	...	...
	For Girls ... Middle Schools ... Vernacular	...	2	47	46	34	...
	Total	...	**319**	**29,365**	**27,908**	**22,345**	...
	Primary Schools.						
	For Boys	...	3,880	1,40,515	1,32,306	1,04,647	300
	For Girls	...	116	2,582	2,492	1,964	...
	Total	...	**3,996**	**1,43,097**	**1,34,798**	**1,06,611**	**300**
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...
	Total	...	...	...	...	...	...
	Buildings	...	...	...	...	...	...
	Furniture and Apparatus (Special Grants only)	...	...	...	...	...	...
	Total	...	...	...	...	...	...
	Inspection	...	...	...	...	...	...
	Scholarships held in Arts Colleges	...	...	...	...	...	...
	Scholarships held in Professional Colleges	...	...	...	...	...	...
	Scholarships held in Secondary Schools	...	...	...	...	...	...
	Scholarships held in Primary Schools	...	...	...	...	...	...
	Scholarships held in Special Schools other than Training Schools.		...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...
	Total	...	...	...	...	...	...
	GRAND TOTAL	...	**4,315**	**1,72,462**	**1,62,706**	**1,28,956**	**300**

TABLE VII.

Instruction, in the North-Western Provinces and Oudh for the Official year 1892-93.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						*In Institutions managed by—*			Total Local Fund expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	4,088	...	...	4,088
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	4,088	...	60	4,148
...	...	...	...	...	...	1,35,115	2,400	46,791	1,84,306
785	798	547	277	180	2,587	13,398	2,800	20,966	37,949
1,41,559	5,410	39,658	180	441	1,87,248	...	...	2,280	1,43,839
...	...	...	...	...	...	...	...	157	157
...	...	...	...	...	...	...	...	7,932	7,932
383	...	...	...	...	383	...	480	...	863
1,42,727	6,208	40 205	457	621	1,90,218	1,48,513	5,680	78,126	3,75,046
4,82,027	4,275	21,381	1,794	59	5,09,836	5,690	36	12,650	5,00,403
12,519	616	...	...	...	13,135	...	...	15,218	27,737
4,94,546	4,891	21,381	1,794	59	5,22,971	5,690	36	27,868	5,28,140
...	...	...	...	...	...	46,834	...	400	47,234
...	...	...	...	...	...	...	...	2,400	2,400
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,560	1,560
...	...	...	...	...	...	10,491	...	3,000	13,491
...	...	...	...	...	...	57,325	...	7,360	64,685
1,04,125	256	1,108	1,247	...	1,06,736	28,424	621	25,198	1,58,368
8,889	32	4,434	22	138	13,515	4,543	59	1,863	15,354
1,13,014	288	5,542	1,269	138	1,20,251	32,967	680	27,061	1,73,732
...	...	...	...	...	...	...	...	...	2,50,048
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	22,836
...	...	...	...	...	...	...	...	...	77
...	...	...	...	...	...	...	...	...	238
...	...	...	...	...	...	...	...	...	29,629
...	...	...	...	...	...	...	...	...	3,02,828
7,50,287	11,387	67,128	3,520	818	8,33,440	2,48,583	6,396	1,40,475	14,48,569

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.												Expenditure of					
												In Institutions managed					
												Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
												17	18	19	20	21	22
																Rs.	Rs.
	Arts Colleges.																
University Education.	English	...	...	...	...							...	...	...	...	...	...
	Oriental	...	...	...	...							...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.																
	Law	...	...	...	...							...	...	...	...	...	...
	Engineering	...	...	...	...							...	...	...	...	...	...
	Total	...										...	...	...	...	...	...
	Secondary Schools.																
School Education, General.	For Boys	...	High Schools	...	...							1	99	94	68	...	808
			Middle Schools	...	English	...						12	1,079	1,062	872	...	9,184
				...	Vernacular	...						2	261	263	204	...	1,805
	For Girls	...	High Schools	...	...							...	...	...	...	...	...
			Middle Schools	...	English	...						...	...	...	...	...	...
				...	Vernacular	...						1	20	22	16	...	600
	Total	...										**16**	**1,459**	**1,441**	**1,160**	...	**12,397**
	Primary Schools.																
	For Boys	...	...	...	...							55	2,147	2,076	1,719	...	9,985
	For Girls	...	...	...	...							12	298	291	205	...	3,150
	Total	...										**67**	**2,445**	**2,367**	**1,924**	...	**13,135**
	Schools for Special Instruction.																
School Education, Special.	Training Schools for Masters	...	...									...	...	...	...	...	...
	Training Schools for Mistresses	...	...									...	...	...	...	...	...
	Medical Schools	...	...									...	...	...	...	...	...
	Industrial Schools	...	...									...	...	...	...	...	...
	Other Schools	...	...									...	...	...	...	...	...
	Total	...										...	...	...	...	...	...
	Buildings	...	...	...	...							...	...	...	...	...	1,015
	Furniture and Apparatus (Special Grants only)				...							...	...	...	...	...	748
	Total	...										...	...	...	...	...	**1,763**
	Inspection	...	...	...	...							...	...	...	...	...	...
	Scholarships held in	...	Arts Colleges	...	...							...	...	...	...	...	...
			Professional Colleges	...	...							...	...	...	...	...	...
			Secondary Schools	...	...							...	...	...	...	...	...
			Primary Schools	...	...							...	...	...	...	...	...
			Special Schools other than Training Schools.	...	...							...	...	...	...	...	...
	Miscellaneous	...	...	...	...							...	...	...	...	...	...
	Total	...										...	...	...	...	...	...
	GRAND TOTAL	...										**83**	**3,904**	**3,808**	**3,084**	...	**27,295**

TABLE VII—(*continued*).

Instruction, in the North-Western Provinces and Oudh for the official year 1892-93.

Municipal Boards on Public Instruction.									
by Municipal Boards.					*In Institutions managed by—*			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Funds and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	300	...	4,840	5,140	9,228
...	...	...	...	...	...	...	24	24	84
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	300	...	4,864	5,164	9,312
2,400	1,122	141	248	4,719	10,973	...	13,611	25,392	2,09,698
2,800	5,693	120	40	17,837	2,986	798	9,965	22,933	60,882
...	88	...	...	1,893	...	5,410	336	7,551	1,51,390
...	...	...	...	...	...	...	570	570	727
...	...	...	...	...	...	...	144	144	8,076
480	...	...	...	1,080	...	...	...	600	1,463
5,680	6,903	261	288	25,529	13,959	6,208	24,626	57,190	4,32,236
36	1,141	156	...	11,318	6,105	4,275	2,379	22,744	5,23,147
...	...	...	...	3,150	...	616	1,597	5,363	33,100
36	1,141	156	...	14,468	6,105	4,891	3,976	28,107	5,56,247
...	...	...	...	...	...	...	...	...	47,234
...	...	...	...	...	...	...	...	...	2,400
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	419	419	13,910
...	...	...	...	...	...	...	419	419	65,104
621	13	61	...	1,710	1,783	256	2,000	5,054	1,63,422
59	72	62	135	1,076	483	32	...	1,263	16,617
680	85	123	135	2,786	2,266	288	2,000	6,317	1,80,039
...	...	...	...	...	...	...	...	...	2,50,048
...	...	...	...	...	...	...	...	790	790
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,386	25,222
...	...	...	...	...	...	...	...	72	149
...	...	...	...	...	...	...	...	3,040	3,278
...	...	...	...	...	...	...	...	2,133	31,762
...	...	...	...	...	...	...	...	8,421	3,11,249
6,396	8,129	540	423	42,783	22,630	11,387	35,885	1,05,618	15,54,187

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-*

(FOR EUROPEANS

Class of Institutions.	PUBLIC INSTITUTIONS.							
	UNDER PRIVATE MANAGEMENT.							
	Aided by Government or by Local Fund or Municipal Boards.				*Unaided.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. English	...	...	...	...	2	24	15	15
Total ...	...	...	...	...	2	24	15	15
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools ...	9	980	950	890	2	139	164	151
For Boys ... Middle Schools English ...	2	93	94	82	1	36	40	39
For Girls ... High Schools ...	9	747	740	668	...	...	...	...
For Girls ... Middle Schools English ...	2	193	180	176	...	...	...	...
Total ...	22	2,013	1,964	1,816	3	175	204	190
Primary Schools.								
For Boys	7	258	247	202	1	39	30	22
For Girls	5	324	290	248	...	...	...	...
Total ...	12	582	537	450	1	39	30	22
Total of Colleges and Schools of Public Instruction.	34	2,595	2,501	2,266	6	238	249	227

TABLE III.

Western Provinces and Oudh, for the official year 1892-93.

AND EURASIANS).

Grand total of public institutions.	Grand total of scholars on the 31st of March.	*Number of scholars on the 31st of March learning.*			*Classification of scholars on the 31st of March according to Race or Creed.*					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
2	24	24	21	15	21	...	3	...	...	...	...	
2	24	24	21	15	21	...	3	...	...	...	...	
11	1,119	1,119	473	684	1,109	1	6	2	1	45	...	
3	129	129	17	24	129	...	...	...	...	...	...	
9	747	747	289	243	734	6	...	...	7	...	46	
2	193	193	...	7	193	...	...	...	...	...	...	
25	2,188	2,188	779	958	2,165	7	6	2	8	45	46	
8	297	297	...	76	295	2	...	...	...	78	...	
5	324	324	...	...	314	1	...	...	9	...	107	
13	621	621	...	76	609	3	...	...	9	78	107	
40	2,833	2,833	800	1,049	2,795	10	9	2	17	123	153	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

(For Europeans

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION ... English ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools	35,027	699	250	1,19,442	1,657	20,168	177,243
For Boys ... Middle Schools, English ...	2,421	366	408	2,176	66	3,664	9,101
For Girls ... High Schools	31,395	157	570	95,916	5,435	21,155	1,54,628
For Girls ... Middle Schools, English ...	5,822	528	...	3,951	310	501	11,112
Total ...	**74,665**	**1,750**	**1,228**	**221,485**	**7,468**	**45,488**	**3,52,084**
Primary Schools.							
For Boys	6,944	...	812	2,221	7,155	1,416	18,548
For Girls	6,586	316	548	4,361	325	1,440	13,576
Total ...	**13,530**	**316**	**1,360**	**6,582**	**7,480**	**2,856**	**32,124**
Buildings	18,233	...	...	3,437	1,861	51,340	74,871
Furniture and Apparatus (Special Grants only) ...	4,559	...	...	2,886	619	536	8,600
Total ...	**22,792**	...	...	**6,323**	**2,480**	**51,876**	**83,471**
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN ... Secondary Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	**1,10,937**	**2,066**	**2,588**	**2,34,390**	**17,428**	**1,00,220**	**4,67,679**

TABLE IV.

North-Western Provinces and Oudh, for the official year 1892-93.

and Eurasians).

INSTITUTIONS.										
MANAGEMENT.				*Total Expenditure from—*					Grand Total.	Remarks.
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.		
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
7,383	...	...	7,383	...	...	...	7,383	...	7,383	
7,383	**...**	**...**	**7,383**	**...**	**...**	**...**	**7,383**	**...**	**7,383**	
36,415	...	8,000	44,415	35,027	699	250	1,55,857	29,825	2,21,658	
4,395	...	5,728	10,123	2,421	366	408	6,571	9,458	19,224	
...	...	...	...	31,395	157	570	95,916	26,590	1,54,628	
...	...	...	...	5,822	528	...	3,951	811	11,112	
40,810	**...**	**13,728**	**54,538**	**74,665**	**1,750**	**1,228**	**2,62,295**	**66,684**	**4,06,622**	
673	...	1,200	1,873	6,944	...	812	2,894	9,771	20,421	
...	...	...	...	6,586	316	548	4,361	1,765	13,576	
673	**...**	**1,200**	**1,873**	**13,530**	**316**	**1,360**	**7,255**	**11,536**	**33,997**	
...	...	...	...	18,233	...	...	3,437	53,201	74,871	
...	...	...	...	4,559	...	...	2,886	1,155	8,600	
...	...	...	...	**22,792**	...	...	**6,323**	**54,356**	**83,471**	
...	...	...	...	...	1,922	...	...	...	1,922	
...	...	...	...	1,009	...	...	100	480	1,589	
...	...	...	...	...	...	...	7,726	...	7,726	
...	...	...	...	**1,009**	**1,922**	...	**7,826**	**480**	**11,237**	
48,866	**...**	**14,928**	**63,794**	**1,11,996**	**3,988**	**2,588**	**2,91,082**	**1,33,056**	**5,42,710**	

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

(For Europeans

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	*High Stage.* Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			*Middle Stage.* Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... { Aided English	11	1,073	150	1	151	354	3	357
{ Unaided „	3	175	14	1	15	54	13	67
Total ...	14	1,248	164	2	166	408	16	424
For Girls ... Aided English	11	940	...	72	72	1	326	327
Total ...	11	940	...	72	72	1	326	327
Total, Secondary Schools ...	25	2,188	164	74	238	409	342	751
Primary Schools—								
For Boys ... { Aided	7	258	...	...	...	...	...	...
{ Unaided	1	39	...	...	...	...	...	...
Total ...	8	297	...	...	...	...	...	...
For Girls ... Aided	5	324	...	...	...	...	...	...
Total ...	5	324	...	...	...	...	...	...
Total, Primary Schools ...	13	621	...	...	...	...	...	...
GRAND TOTAL ...	38	2,809	164	74	238	409	342	751

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1892-93.

and Eurasians).

Upper Primary Stage.			Lower Primary Stage.						Total.			Remarks.
			Comprising all pupils who have not passed beyond the Lower Primary Stage.									
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Reading Printed Books.			Not reading Printed Books.						
3			4			5						
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
300	1	301	189	1	190	73	1	74	1,066	7	1,073	
42	13	55	21	9	30	6	2	8	137	38	175	
342	**14**	**356**	**210**	**10**	**220**	**79**	**3**	**82**	**1,203**	**45**	**1,248**	
3	222	225	13	151	164	29	123	152	46	894	940	
3	**222**	**225**	**13**	**151**	**164**	**29**	**123**	**152**	**46**	**894**	**940**	
345	**236**	**581**	**223**	**161**	**384**	**108**	**126**	**234**	**1,249**	**939**	**2,188**	
55	19	74	69	25	94	72	18	90	196	62	258	
4	2	6	7	4	11	12	10	22	23	16	39	
59	**21**	**80**	**76**	**29**	**105**	**84**	**28**	**112**	**219**	**78**	**297**	
19	60	79	30	54	84	58	103	161	107	217	324	
19	**60**	**79**	**30**	**54**	**84**	**58**	**103**	**161**	**107**	**217**	**324**	
78	**81**	**159**	**106**	**83**	**189**	**142**	**131**	**273**	**326**	**295**	**621**	
423	**317**	**740**	**329**	**244**	**573**	**250**	**257**	**507**	**1,575**	**1,234**	**2,809**	

ORDERS OF GOVERNMENT.

No. $\frac{627E.}{III-48}$ OF 1893.

FROM

THE SECRETARY TO GOVERNMENT,

N.-W. PROVINCES AND OUDH,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 9TH DECEMBER 1893.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt on the 27th September of your report on Public Instruction in the North-Western Provinces and Oudh for the year 1892-93.

2. It was remarked in the orders on last year's report that the educational statistics for the Provinces contained in the general Tables I to VII include some public and many private scholastic institutions which are neither under the control nor the supervision of the Department. They include, for instance, the Thomason College at Roorkee, the Agra Medical School, the Patwári schools, and the indigenous schools. Your report on the other hand necessarily confines itself to the expenditure, income and management of schools and colleges controlled or supervised by the Department of Public Instruction. The figures with which you deal in the body of the report are thus not the figures given in the appendices, though they are contained in them.

General statistics of education.

3. The statistics of the general tables for 1892-93 may be briefly noticed. It is convenient to compare them with the statistics for 1887-88, as the comparison will serve to indicate the direction and extent of whatever progress may have been made during the five years. The following tables bring out the more salient points in these figures :—

(1) Number of colleges and schools and of scholars.

	Number of schools and colleges.			*Number of scholars.*			
	Public.	Private.	Total.	At public institutions.	At private institutions.	Total.	
1892-93 ...	4,958	5,910	10,868	221,022	68,394	*289,416	*Includes 13,013 girls.
1887-88 ...	5,618	6,144	11,762	241,650	70,248	†311,893	† Ditto 13,501 do.

There has been a decrease of 894 institutions and 22,477 scholars. During the five years many primary schools and not a few secondary classes attached to primary schools have been abolished on the ground of inefficiency: the funds thus set free have been employed to improve the quality of instruction elsewhere. The "private" institutions

shown in the above table are for the most part indigenous schools of a very elementary character and often ephemeral in duration. The "public" institutions include schools under private management, whether aided or not, which follow or attempt to follow the general educational system of the Province.

(2) Classification of scholars in "public" schools and colleges.

	University education.	High stage.	Middle stage.	Upper primary stage.	Lower primary stage.	Special schools.	Total scholars.
1892-93	2,641	2,458	11,865	36,252	163,930	3,876	221,022
1887-88	1,521	1,880	13,884	47,166	173,884	3,315	241,650

The expansion of University and high education during the five years is noticeable. It may be safely attributed to the influence of the Provincial University and to the policy of concentration and greater thoroughness pursued by the Department. The point is further illustrated by the next table, which shows the number of persons who have presented themselves at the different public examinations for colleges and high schools.

(3) Number of examinees at public high examinations.

	Master of Arts.	Bachelor of Arts.	Bachelor of Laws.	Intermediate.	Matriculation.	Diplomas in oriental languages.
1892-93	26	244	51	571	1,778	338
1887-88	16	79	7	176	776	207

The next table shows that the expenditure on "public" schools and colleges has increased by 5½ lakhs, of which 3½ lakhs have been derived from fee income and over half a lakh from private sources. Table (5) shows that the large increase in expenditure has been pretty equally distributed over the several grades of education. And Table (6) shows that the whole of the increased expenditure on University and secondary education has been more than met from improved fee receipts.

(4) Amount and sources of expenditure on "public" schools and colleges.

	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1892-93 ...	5,58,802	14,48,569	1,05,618	7,42,278	5,91,627	34,46,894
1887-88 ...	5,37,706	13,43,092	1,07,407	3,75,215	5,32,512	28,95,932
Increase ...	21,096	1,05,477	—1,789	3,67,063	59,115	6,50,962

(5) Classified objects of the above expenditure.

	Direct.					Indirect.		
	University education.	Secondary education.	Primary education.	Special education.	Total.	Buildings and furniture.	Direction, inspection, scholarships, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1892-93 ...	4,29,500	12,82,825	7,14,984	1,12,145	25,39,454	3,78,712	5,28,728	9,07,440
1887-88 ...	3,47,758	10,91,310	6,90,537	92,120	22,21,725	2,27,025	4,47,182	6,74,207
Increase...	81,742	1,91,515	24,447	20,025	3,17,729	1,51,687	81,546	2,33,233

(6) Classified expenditure from fee receipts.

	University.	Secondary.	Primary.	Special.	Indirect.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1892-93 ...	74,276	5,14,522	44,487	12,732	96,261	7,42,278
1887-88 ...	25,946	2,93,621	19,054	10,397	26,197	3,75,215
Increase ...	48,330	2,20,901	25,433	2,335	70,064	3,67,063

4. There is no reason to be dissatisfied with the result of this comparison between the general educational figures of 1887-88 and 1892-93. There has been a falling off in the total numbers of scholars returned as under instruction. But in all other respects progress and greater efficiency are observable. The growth of the fee receipts and the larger proportion of the expenditure on University and secondary education now met from this source are specially noteworthy. In 1887-88 only 7·4 per cent. of the total University expenditure and 26·9 per cent. of the total expenditure on secondary education were met from fee receipts: in 1892-93 the percentages have risen to 17·2 per cent. and 40·1 per cent. respectively.

Departmental statistics.

5. Paragraphs 9—15 of your report deal with what may be termed the departmental statistics of the year. According to these figures in 1892-93 204,556 boys and girls were under instruction in 4,845 State and aided institutions under Departmental control compared with 204,568 in 4,975 institutions in 1891-92. The total attendance was thus almost the same in the two years, though there was a slight increase in the number of boys and a corresponding decrease in the number of girls. The decrease in the number of schools was due to the closing of inefficient primary schools for boys and girls. The aggregate *direct* expenditure shows an increase on that for 1892-93, and the portion of that expenditure borne by the public revenues also increased. The *indirect* expenditure was Rs. 8,91,659 against Rs. 8,40,974 in 1891-92, showing an increase of Rs. 50,685. Of

	Direct expenditure.	
	1892-93. Rs.	1891-92. Rs.
Public revenues ...	12,32,022	12,06,681
Municipal revenues ...	90,880	90,479
Fees	5,68,411	5,71,978
Endowments ...	3,24,923	3,32,381
Total ...	22,16,236	22,01,519

the indirect expenditure Rs. 6,09,804 was borne by public revenues against Rs. 6,07,087 in 1891-92. The large increase in these indirect charges was mainly on account of buildings and apparatus and was for the most part met from endowments. The subjoined table distributes the total departmental expenditure of the year over the several classes of education :—

Source of expenditure.	On University education.	On secondary education.	On primary education.	On special education.	Total direct expenditure.	Indirect expenditure.	Total expenditure in 1892-93.	Total expenditure in 1891-92.	PERCENTAGE		
									Of increase or decrease.	*To total expenditure.*	
										1891-92.	1892-93.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
Public Revenues.	1,30,227	4,95,917	5,49,150	56,728	12,32,022	6,09,804	18,41,826	18,13,588	+1·5	61	59
Municipal Funds.	5,164	57,190	28,107	419	90,880	11,698	1,02,578	97,985	+4·6	3	3
Fees ...	60,084	4,63,947	42,311	2,069	5,68,411	95,943	6,64,354	6,88,348	—3·4	22	21
Other sources...	66,914	1,64,053	85,275	8,681	3,24,923	1,74,214	4,99,137	4,42,572	+12·7	14	16
Total ...	2,62,389	11,21,107	7,05,843	67,897	22,16,236	8,91,659	31,07,895	30,42,493	+2·1	...	...

The proportion borne by the expenditure from public revenues to the whole direct expenditure on each of the main classes of education was—

	1892-93.	1891-92.
University	50	47
Secondary	45	40
Primary	79	78

In the table given at page 5 of your report Rs. 5,09,859 out of the total of Rs. 8,91,659 spent indirectly on institutions connected with your Department is distributed over the various stages of education. The result of the distribution when combined with that of direct expenditure is as follows :—

Expenditure, direct and indirect, on each stage of instruction on institutions with which the Department is concerned.

	Rs.	*Percentage to total.*
University	3,67,530	13·4
Secondary	14,86,120	54·5
Primary	7,97,634	29·2
Special	74,811	2·7
Total ...	27,26,095	99·8

The corresponding total in 1891-92 was Rs. 26,84,284. The increase—Rs. 27,094—has occurred solely under " secondary " education, and is chiefly due to larger expenditure on buildings and apparatus.

The number of students attending Arts Colleges and collegiate classes attached to certain high schools increased by 126. The subjoined table compares the figures for the last two years. The

incidence of the expenditure from public revenues per scholar in the six colleges separately shown in the table averaged Rs. 88 for the year. In the two State colleges at Allahabad and Benares the incidence was respectively Rs. 119 and Rs. 135 per scholar: in the Canning Aided College, Rs. 80: in the aided colleges of Aligarh and Bareilly Rs. 70: and in the Agra Aided College only Rs. 30. The Muir Central College at Allahabad has now, as you remark, a more complete professorial staff than it ever had before: and the staff of the second State college (the Queen's College, Benares) was also strengthened during the year by the creation of a chair of English literature and logic:—

		1891-92.	1892-93.	Percentage of increase or decrease.
Number of students on the rolls monthly attending collegiate classes (State, aided and unaided.)	Muir College	282	291	+ 3·19
	Queen's College, Benares	188	228	+22·5
	Canning College	227	254	+11·4
	Agra ditto	236	235	— ·42
	Aligarh ditto	96	103	+ 7·29
	Bareilly ditto	94	93	— ·99
	Other colleges	154	199	+ 7·75
	Total	1,277	1,403	...
		Rs.	Rs.	
Expenditure on University (English Arts) Education from	Provincial Funds ...	96,924	1,11,195	...
	Municipal Funds ...	5,920	5,140	...
	Fees	46,000	57,903	...
	Other sources... ...	86,286	87,281	...
	Total ...	2,35,130	2,61,519	...
Percentage of total expenditure defrayed by	Public Funds... ...	41	42	...
	Fees	19	22	...
Cost per cent. ...	Total	180	186	...
	To Public Funds ...	74	79	...

The "other colleges" shown in the above table as having an aggregate enrolment of 199 scholars are the State College Department of the Fyzabad High School; the aided college at Meerut; and the unaided College Departments of St. John's, Agra; St. Peter's, Agra; Christ Church, Cawnpore; St. George's, Mussooree; the Christian College, Lucknow; and the Women's College, Lucknow. Of these eight collegiate institutions the St. John's College, Agra, is the only one in which instruction is given beyond the Intermediate or First Arts stage.

The result of the University examinations is exhibited in the usual form:—

Examination.	Class of institution sending candidates.	1892.			1893.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
M. A.	State	8	6	75	11	8	72
	Aided	5	3	60	9	6	66
	Unaided	....	...	...	...	...	...
	Total ...	13	9	69	20	14	70
B. A.	State	86	41	47	106	54	50
	Aided	122	66	54	116	75	64
	Unaided	6	2	33	5	4	80
	Total ...	214	109	50	227	133	58
Intermediate ...	State	196	51	26	224	112	50
	Aided	237	90	38	255	134	52
	Unaided	79	16	20	62	22	35
	Total ...	512	157	30	541	268	50

The increase in the number of candidates at all the examinations and in the number who passed is noticeable. In the Intermediate examination of 1891-92 failures were exceptionally numerous owing to the severity of the papers in English and Mathematics. This defect from the candidates' point of view has been redressed in the examination of the year under report. The Canning College was remarkably successful in both the B.A. and the Intermediate examinations, passing 35 students in the former, out of 53 sent up, and 50 in the latter out of 84. The corresponding figures for the Muir Central College were: 37 passed out of 68 sent up for the B.A. examination, and 54 passed out of 106 sent up for the intermediate. The B or scientific course in the B.A. examination appears to be growing in favour in the larger colleges, the number of candidates being 43 against 36 in 1891-92. This tendency will be strengthened by the subdivision of the intermediate examination in two similar courses, a measure which took effect in March last: and the figures given by you in paragraph 40 show that no less than 174 students out of 459 who commenced their first year's collegiate course in July last have taken the B course. The question which you discuss in paragraph 31 as to the expediency of separating the B course for the B.A. examination still more distinctly from the literary course than is the case at present has a vital bearing on the full development of scientific teaching in these Provinces. The

Government will await with interest the decision of the University in the matter. Your report affords evidence that in buildings, apparatus and professors the scientific equipment of the colleges is much better than it was a few years ago.

In the law departments of the different colleges 615 students were enrolled, and 24 obtained the degree of bachelor of law. Of the Oriental departments the chief are the Sanskrit College, Benares, and the Arabic department of the Canning College, in both of which useful work was done during the year.

The next section of your report (paragraphs 50 to 131) deals with general schools for native boys, under the two main divisions of Anglo-Vernacular or English teaching schools, and vernacular schools. The Anglo-Vernacular schools subdivide into the three classes of State secondary schools, aided secondary schools, and branch schools. In 1892-93 the State secondary schools, commonly known as zila schools, numbered 37 with an enrolment of 7,036 boys, and an expenditure of Rs. 37·7 per head, of which Rs. 23·2 was defrayed from public funds. The aided secondary schools numbered 76 with an enrolment of 12,009 boys, and an expenditure of only Rs. 26·2 per head, of which Rs. 11·6 was met from public grants-in-aid. The branch schools, which numbered 34 with an enrolment of 2,500 boys and an expenditure of Rs. 7·5 per head, are restricted to primary classes, and their object is to relieve the zila schools of the burden of teaching the primary classes, The average tuitional expenditure in State secondary schools is considerably greater than that in aided schools of the same character. But as you point out, the higher tuitional expenditure results in a higher average standard of instruction. In 34 of the 37 State schools there is a high or matriculation section: but this is the case in 44 only of the 76 aided secondary schools. Again 50 per cent. of the scholars in the aided schools are in the lower primary section, while in the Government schools the proportion is only 20 per cent. The fact is that the aided Anglo-Vernacular schools are so varied in character that a general average either of expenditure or of examination results is misleading. The expenditure of a first class aided school like the Jubilee High School in Lucknow is as great as that of a first class State school, and the efficiency is the same. At the other end of the scale is the lately opened aided school at Bilgrám, which does not profess to teach the Anglo-Vernacular course beyond the middle standard, and which has a staff barely sufficient for even this modest ambition. An important class of the aided Anglo-Vernacular schools are those managed by the different missionary societies. Your report contains no detailed information regarding them or the extent to which they are aided by the State, though it is within the knowledge of the Government that not a few of them are doing excellent work which has been recognised by liberal grants.

The Anglo-Vernacular schools are tested by the matriculation and the middle English examinations. The results of these two

examinations for the year under report and for the previous year are as follows:—

Examination.	Class of institutions sending candidates.	1892.			1893.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
Matriculation ...	State	673	344	51	600	332	55
	Aided	693	269	39	600	273	46
	Unaided	58	24	41	62	27	44
	Total ...	1,424	637	45	1,262	632	50
English, Middle ...	State	1,054	498	47	1,062	578	54
	Aided	1,209	406	34	1,223	546	45
	Unaided (including private candidates).	618	109	18	728	148	20
	Total ...	2,881	1,013	35	3,013	1,272	42

The decrease in the number of candidates at the Entrance examination of 1892-93 is not explained. The number of successful candidates was about the same as in the previous year, the percentage of passes having risen from 45 to 50. In the Middle English examination both the number of candidates and of successful candidates showed a considerable increase. You remark that the schools have to a large extent succeeded in overcoming the difficulties caused by the change in 1891 made in the character of the Middle English standard, whereby all the special subjects were henceforth taught through the medium of English and not of the vernacular.

The introduction of science and drawing teaching into five selected high schools with the object of enabling students to be prepared for the School Final examination was the chief event of the year. To Professor Murray of the Muir Central College the Government is indebted for the supervision which he voluntarily gave to the science teaching at the outset. The drawing classes have from the first been under the superintendence of Mr. Crosse, Officiating Inspector for Oudh, and appear to be progressing satisfactorily. The figures given in paragraph 72 of your report show that the science and drawing classes are well filled in four of the five schools, the Meerut Aided School being the exception. The attention of the Inspector should be directed to this. The revision of the Middle English curriculum which has lately been sanctioned has now brought the bifurcation of studies to as early a stage in a student's life as is possible. Under the revised scheme a boy on entering the middle section of an Anglo-Vernacular school may take up elementary science and drawing instead of a classical language, and thus begin to specialise for the School Final examination or the B course of the University.

During the year the grant-in-aid code for Anglo-Vernacular schools was revised, and is said by you to be an improvement on former editions. A punishment code was experimentaliy introduced, which by defining the powers of head masters and specifying the punishments

awardable for particular offences will, it is hoped, be of some disciplinary value. In the matter of out-door games and gymnastics considerable progress is chronicled, and inter-school tournaments were held with success in every circle. You notice that two concessions made by Government—the transfer of school fines to the recreation fund, and the grant to the fund of a sum equal to the subscriptions raised in its behalf in each district—have greatly improved the prospects of school sports in the provinces.

The vernacular schools form the second division of general schools for native boys, and they again fall into the two classes of Vernacular Middle and Vernacular Primary schools. The vernacular middle or "town" schools are all maintained by the State. In 1892-93 they numbered 315, with an enrolment of 29,171 on the 31st March 1893 and an average monthly enrolment of 27,729. In 1891-92 the average monthly enrolment was 26,915. The total expenditure on these schools was Rs. 1,87,248 in 1892-93 against Rs. 1,79,643 in 1891-92, the portion met from fees in each year being respectively Rs. 39,658 and Rs. 36,595. The increased expenditure is due to raising the pay of teachers, increasing the tuitional staff, and the purchase of furniture and gymnastic appliances. Of the total number of enrolled scholars 5,631 were in the middle section, 5,950 in the upper primary, and 17,590 in the lower primary. Thus the schools classed as middle, as having classes which teach up to the vernacular middle examination, are really primary schools in respect of two-thirds of their attendance.

The results of the Vernacular Middle examination, which is the public test for these schools, compare for the two years as follows:—

		1892.			1893.		
		Sent up.	Passed.	Percentage passed.	Sent up.	Passed.	Percentage passed.
Vernacular, Middle.	State schools ...	1,968	1,187	60	2,166	1,378	64
	Aided schools ...	158	51	32	135	59	44
	Unaided ...	1,229	234	19	1,112	243	22
	Total ...	3,355	1,472	44	3,413	1,680	49

There is an increase in the number of candidates and in the number who passed. The popularity of this examination on account of it being the obligatory educational qualification for appointment to inferior posts of Rs. 10 and upwards in the public service leads to the frauds and mean devices which are described in paragraphs 102 and 103 of your report. It is a matter of deepest regret that the difficulties attending popular instruction in this country should be increased by chicanery and despicable tricks on the part of masters and scholars. The case of the Assistant Inspector mentioned in paragraph 103 is still under investigation. The Lieutenant-Governor looks to you and to your Inspectors to deal rigorously with departmental subordinates who connive at such practices.

In the figures given above the candidates shown under the class of "unaided" schools are, it is believed, for the most part persons privately prepared. Subordinate officials who have not passed the middle vernacular examination at schools not unfrequently present themselves in later life in order to obtain the qualifying certificate. You should report who are the candidates from aided schools, as no aided vernacular middle schools for boys are shown in your report.

Of State vernacular primary schools there were 3,878, with an enrolment of 140,395 scholars on the 31st March 1893. On the corresponding date in 1892 there were 3,928 such schools, with an enrolment of 135,757 scholars. The policy which has been pursued for some years back of improving the village schools rather than of increasing their numbers has in the year under report been marked by an increased enrolment of scholars. The total expenditure on this class of scholars was Rs. 5,07,481 in 1893, of which Rs. 21,183 was met from fees, Rs. 1,367 from "other sources," and Rs. 4,84,931 from public funds. The average cost per scholar was something under Rs. 4 a year. You remark that the great majority of the pupils attending village schools are of the higher castes, and that "the ultimate substratum, the actual tillers of the soil," remain absolutely untouched. The question is too complex to be more than noticed here, turning as it does not only on the present apathy of the agricultural population, but also on the suitability to their needs of the instruction offered to them by the State. An education that frequently results in profound dislike of manual labour is not an unmixed good. The number of boys under instruction in the vernacular primary schools is very small. Primary education does not keep up with the progress made in higher education.

Of aided primary schools for boys you mention two classes, of which one class follows the course prescribed for State schools, and the other indigenous methods. The former, which are chiefly under missionary management, comprised 82 schools, with an enrolment of 4,428 scholars. The total cost was Rs. 42,716, of which Rs. 15,050 came from public funds, Rs. 4,157 from fees, and Rs. 23,509 from private sources. As only 109 boys passed the upper primary standard, and only 328 the lower primary, the teaching leaves much to be desired. The aided indigenous schools numbered 30 with an enrolment of 1,414 scholars, and earned only Rs. 1,417 in grants.

The return of unaided indigenous schools is admittedly defective. The figures given by you report 1,458 "advanced" schools with an enrolment of 15,844 scholars—presumably all boys—3,224 "elementary" schools for boys with an enrolment of 38,534, and 94 schools for girls with enrolment of 1,572.

Section V of your report deals with "special schools." The special schools in these Provinces comprise the three normal schools at Agra, Lucknow and Allahabad, for the training of teachers in

vernacular schools; and the Industrial School at Lucknow. In the three normal schools there were 322 pupils, being fewer by 26 than the average enrolment in 1891-92. At the final examination of 1892-93, 53 received the "upper grade" and 91 the "lower grade" certificate. These results do not differ materially from those of the previous year. From paragraph 138 it would appear that the number of "upper grade" teachers turned out from the normal schools has been considerably in excess of the demand. This, as you say, is distinct mismanagement, and should be put a stop to. It strengthens the objections entertained by the Government to your proposal to revive the lately abolished fourth normal school at Bareilly. The reduction of the course from two years to one year for students of both grades was sanctioned after the close of the year under report, and should result in an increased number of certificated teachers.

The Industrial School at Lucknow is the first attempt in these provinces to combine manual training for native boys with elementary general education. So far as admissions are an evidence of success the school is succeeding. But the real test of success will be the extent to which the students on leaving the school prove able and willing to engage in handicraft trades: and this cannot be known for some years. In rigorously restricting admission to the sons and near relatives of artizans, and in insisting that most of the school hours shall be spent in the workshop and the drawing room, the Government has done what it can to prevent boys resorting to the school for the gratuitous instruction which it gives in English and vernacular. The progress reported to have been made by the pupils in carpentry and drawing is encouraging: and if the school proves able to turn out cheap and suitable apparatus for elementary science teaching and gymnastic appliances, it will be of material service.

Section VI deals with the education of native girls. The province is lamentably backward in this branch of education. There is no general wish for female education, and so long as that is the attitude of the popular mind little can be done. For the progress that has been made the Government is indebted mainly to missionary efforts. In 1892-93 there were 128 vernacular primary schools for girls maintained by Government or by municipalities at a cost of Rs. 16,285, and with an enrolment of 2,880 scholars, all but 162 of whom were in the lower primary classes. The reports on the progress made by these schools are as usual not encouraging, though the ten schools maintained in the city of Lucknow by the Municipality are said, owing to the efforts of the Deputy Inspectress, Miss D'Abreu, to be an exception. There were also 128 aided vernacular schools for girls, with an enrolment of 4,417 scholars, and costing Rs. 59,412 a year, of which Rs. 16,730 was contributed by public funds. These schools are all the fruit of missionary enterprise. Many of the girls are said to be Native Christians; but little is known as to the quality of instruction, and grants-in-aid are given more on general repute than on hard and fast lines. Missionary societies also support 16 Anglo-Vernacular schools,

with a total enrolment of 1,229 girls, at a total cost of Rs. 44,621, of which Rs. 13,956 is contributed by the State. You report that these schools, which are attended exclusively by the daughters of Native Christians, are the most promising girls' schools in the province. To inspect them, and to prepare for them a grant-in-aid code and a public middle examination an Inspectress of schools has been provisionally appointed.

Section VII of your report deals with the education of special classes of the community. First in order come the schools for Europeans and Eurasians which, when aided by the State, are aided under a special grant-in-aid code. In 1892-93 there were 30 schools receiving aid under the code, of which 16 were for boys and 14 for girls. Of the boys' schools nine teach up to the High or Final Standard of the special code, the passing of which is recognised by the University as equivalent to the University Entrance examination: two teach up to the Middle Standard only: and five up to the Primary Standard. Of the girls' schools nine are high schools, two middle, and three primary. The aggregate enrolment in these 30 schools was 1,329 boys and 942 girls, or 2,271 in all, against 2,271 in 1891-92. About one-half of this school-going population attended hill schools and one-half schools in the plains. The sum earned from Government by these schools was Rs. 90,346 in 1892-93, which however included Rs. 7,300 on account of school fees and boarding charges of indigent children placed by your orders on the recommendations of District Magistrates on the Government list. In 1891-92 the sum earned was Rs. 83,678, of which only Rs. 3,949 was on account of indigent children. You have been separately asked to explain the reasons for the large increase in this item. The above figures are exclusive of special building and furniture grants. They indicate that the State is not indifferent to the special claims of the European and Eurasian population domiciled in the province. Of the necessity for State aided schools for the poorest section of this population, such as the free schools in Allahabad, there can be no question. But it is doubtful whether the aid given to high class European schools is in all cases required, and whether it does not tend by keeping the scale of tuitional fees and boarding charges extremely low to drive unaided private enterprise out of the field. Some of the State aided schools in the hills received the children of persons who might reasonably be expected to bear the entire cost of their children's education. Judging from one or two cases which have recently been before the Lieutenant-Governor there appears to be a disposition on the part of persons or societies interested in schools of this kind to think that their responsibility ends when the school has been started; and that the existence of a building debt, the absence of all endowment or private support, and a scale of fees too low to pay, are good grounds for invoking the help of Government. It is desirable that such misconceptions of the duty of the State in this matter should be removed.

The results of the Primary, Middle and High or Final Standard examinations of 1892 held under the special code applicable to European schools were, as shown by you in paragraphs 159—161, highly creditable to LaMartinière College and the Girls' Diocesan School, Naini Tal. The LaMartinière College for boys is not aided by the State, but the governing body have decided to adapt its curriculum to that prescribed for aided schools and to send up candidates to the public examinations framed on that curriculum. The successes won by its pupils in these examinations show that the school has nothing to fear from public competition with others. In paragraph 162 you describe the changes which have been made in the Middle and High examinations with the view of adapting the latter to the requirements of the Thomason Engineering College at Roorkee and of the University Matriculation examination. The High examination is now recognised by the University as in all respects equivalent to the Matriculation examination, and, as you remark, it is indeed much harder than the latter.

The last two paragraphs of your report deal briefly with the special schools for the education of Muhammadans, and the special school at Lucknow for the education of the sons and relatives of Oudh Talukdárs. The latter, which is better known as the Colvin Institute, is still in the experimental stage, but is fortunate in having secured the services of an exceptionally qualified Principal. The wards are reported to have made satisfactory progress both in their studies, and in riding and school sports. Your list of special schools for Muhammadans enumerates 1,846 institutions attended by 22,731 scholars, of whom 20,691 were Muhammadans. More complete statistics regarding the education of the Muhammadan community at general and special schools are given in General Table III. Of a total enrolment of 221,022 scholars of all creeds in State, aided or unaided "public" schools and colleges in the provinces on the 31st March 1893, 35,530 were Muhammadans. Of the 68,394 other scholars attending "private" schools, 30,144 were Muhammadans. Thus nearly one-half the Muhammadan school-going population is being instructed in private schools. It may be conjectured from the classified list of these schools, the greater number of which do not profess to take their pupils beyond the elementary stage, and many of which teach the Korán only, that their instructional value is small. Applying the test of the results of the public examinations held in 1892, the relative numbers of Muhammadans and Hindus among the passed candidates stand thus :—

		Hindus.	*Muhammadans.*
Master of Arts		16	2
Bachelor of Arts		105	24
Intermediate		213	52
Entrance		540	109
Middle		2,229	706
Thomason Engineering College.	Engineer	8	0
	Upper Subordinate	5	0
	Lower „	32	5
	College Entrance	52	8

As the Muhammadan population stands to the Hindu in the proportion of 1 to 6 in the province, the above comparison of examination results is not unfavourable to it. It has to be borne in mind on the one hand that in these provinces the Muhammadans are to a larger extent than the Hindus dwellers in towns and dependent on clerkly or official pursuits: and on the other that many Muhammadans through prejudice, apathy or poverty will not give their children the education which the State has placed at their doors, and without which the lowest paid clerical post is not to be obtained.

In conclusion I am to thank you for your clear and interesting report which leaves nothing to be desiderated in the matter of fulness and precision. In its opening paragraphs you have succinctly described the several steps taken during the year by the Department and the University to develop the "modern side" of the educational system of the province. The alterations thus made have given greater variety and flexibility to the scholastic curriculum, and the hope is not unreasonable that they may eventuate in greater diversity of pursuits and professions and in quickened intellectual activity. The influence of the University on every department of education is more and more felt each successive year, and Sir Charles Crosthwaite is happy to know that its Senate is representative in the fullest sense of the culture and intelligence of the province.

I have the honor to be,

SIR,

Your most obedient servant,

T. W. HOLDERNESS,

Secy. to Govt., N.-W. P. and Oudh.

General Report

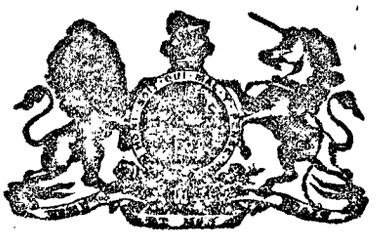
ON

PUBLIC INSTRUCTION

IN THE

North-Western Provinces and Oudh

FOR THE YEAR 1893-94.



ALLAHABAD:

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1894.

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1893-94.

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ERRATA.

Annual Report, 1893-94.

Page.	Para.	Detail.
3	6	Statement, last column. Against secondary education for girls, 1894, *read* '2,32,300' *for* '23,230.'
ib.	7	Line 4. *Read* 'number' *for* 'member.'
5	10	Line 3. *Read* 'cally' *for* 'cially.'
15	39	Statement, column 4. *Read* 'First' *for* '*fist.*'
ib.	40	Line 5. *Read* 'percentage' *for* 'precentage.'
16	42	Line 21. *Read* 'compulsory' *for* 'complusory.'
ib.	43	Line 9. *Strike off* 'sec.'
20	51	Line 12. *Read* 'than' *for* 'then'
28	70	Statement, column 2. *Read* 'number' *for* 'num.'
37	91	Line 2 below statement. *Read* '1st' *for* 'its.'
39	95	Line 5 of the page. *Read* 'attend' *for* 'atten.'
ib.	96	Statement. Against the year 1894 *read* '7,213' *for* '6,875,' and against the year 1893 *read* '6,875' *for* '7,213.'
42	102	Line 1 below statement. *Read* 'consist' *for* 'consists.'
45	107	Statement, column 3. *Read* 'Government' *for* 'Govern.'
49	120	Line 16 below statement. *Read* 'changed' *for* 'chaaged.'
57	133	Line 4. *Read* 'Inspector' *for* 'Inspector.'
62	146	Statement, column 2. *Read* 'institutions' *for* 'institution.'
64	152	Statement. In col. 6, *Read* 'expenditure' *for* 'expendture;' in col. 3, *read* '677' *for* '679,' and in col. 10, *read* '45' *for* '54.'
ib.	153	Line 1. *Read* 'circle' *for* 'cicrle.'
70	176	Line 6. *Read* 'management' *for* 'mangement.'
74	188	Line 17 of the page. *Read* 'schools' *for* 'schoools.'
80	199	Line 1 of the page. *Read* 'noticed all' *for* 'notice dall.'
ib.	201	Lines 11 and 12. *Read* 'master' *for* 'mastelr' and 'regular' *for* 'reguar.'
84	General Table I.	Heading of column 16. *Read* 'Remarks' *for* 'remaskr.'
93	„ IV.	Column 32, against Total expenditure on Public Instruction, *read* '36,21,928' *for* '36,12,928.'
95	„ V.	Column 5, boys, against Total secondary schools, *read* '795' *for* 1,795.'
96	„ VI.	Footnote (*d*). *Read* 'ditto' *for* 'dittio.'
103	„ III.	Column 21, against Total of colleges and schools of Public Instruction, *read* '196' *for* '44.'

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year 1893-94.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

1. THIS is the third report that I have had occasion to write after a brief tenure of office, which I entered on 19th March 1892, and shall resign at the age of 58 on 30th September 1894.

2. During the past year the schemes summarized in the opening paragraphs of the report for 1892-93 have been carried forward by the officers of the department and myself to the best of our ability. The year on which I have now the honuor to report has also been marked by a few events, of which mention may be briefly made in this place :—

(1) This is the first year in which the teaching of science and drawing at certain selected schools has been tested by public examinations. The results of these examinations will be recorded below.

(2) Science and Drawing classes have been added to 4 more schools, *viz.*, the Collegiate school at Benares, the zila schools at Moradabad and Cawnpore, and the aided City school at Jhánsi.

(3) A code of rules has been issued for the establishment of a Provincial Text-book Committee. Previously to this, Text-Book Committees had been established for each separate circle. The plan did not work well, and was a source of disturbance rather than of improvement. It was therefore considered better to have a single Provincial Committee, in which the interests of all classes of schools—Government, secular aided, and missionary—should be adequately represented. A preliminary meeting of the members was held in October 1893 for the sake of examining and reviewing the proposed rules of procedure and appointing the sub-committees or special boards. The first regular annual meeting will be held in October next.

(4) Near the close of the year orders were received for the re-organization of the Roorkee College, the practical effect of which will be to affiliate the college to the Allahabad University, and to connect it with the Educational Department, from which hitherto it has been entirely dissociated.

(5) As a step towards compiling an Educational Code—a thing which has long been needed—some of the special codes were revised, and republished in the revised forms, during the past year—*viz.*, *(a)* the code for village schools; *(b)* the code for town (vernacular) schools; (*c*) the code for the management of Deputy Inspectors' offices; and (*d*) the code for European schools. Notwithstanding the valuable assistance that I received from Assistant Inspectors in (*a*), (*b*), and (*c*), and from Mr. Wright in (*d*), it was a work of great labour to get all these revised line by line in such a way as to incorporate the last orders and to exclude what was superfluous or had fallen out of date. The grant-in-aid code for Anglo-Vernacular schools was revised at an Educational Conference which sat in March 1894, consisting of five representatives from the missionary educational union, the four Circle Inspectors, and myself. The orders of Government were not issued on the proposals made at this conference till after the close of the year under report. I was not able in the short time at my disposal to take up the revision of the code or codes relating to Government Anglo-Vernacular schools; and there are certain other subsidiary rulings pertaining to the system of education in this province which after examination and revision it would be necessary to incorporate in a general provincial code. I trust, however, that it will not now be very difficult to accomplish what still remains to be done for compiling a complete code such as exists in the Panjab and elsewhere. I am sorry that I was not able to finish this work myself before resigning office.

3. It will not perhaps be inappropriate if I here allude to the generous policy of His Honor the Lieutenant-Governor, by which the Director of Public Instruction is allowed once a year to nominate some officer of the Educational Department to a Deputy Collectorship. The power thus conferred on the Director has, I need hardly say, been a

great encouragement to men serving in this department, and has been highly appreciated by all. The year under report was the first year in which this new departure could take effect. The first selection fell upon M. Ram Ratan Lal, who had served at different times as an assistant master at a zila school, a Headmaster, a Deputy Inspector of Schools, an Assistant Inspector, and a head clerk in an Inspector's office. Men who have done very good work in the Educational Department have now a chance of being raised to a higher position in the public service, in which their abilities may find a new and wider field. I should also allude in this place to the fact that Principals of Colleges are allowed in alternate years to recommend their best graduate to probationary Deputy Collectorships. All this has done much to encourage our most promising officers and students; and I trust that the men whom we select may do credit to the liberal policy which has led to their nomination.

4. Turning now to the general statistics of the year under report, I append a table which shows the direct and indirect expenditure from *all sources*—Public, Municipal, and private—in all such institutions as are either maintained or aided by the State through the agency of this department. It therefore excludes all statistics relating to the Engineering College at Roorkee (which was not placed under the department till the close of the year under report), the medical school at Agra, the schools maintained in some districts for the training of patwáris, the unaided schools for general instruction, and the indigenous schools or family tutorships which are scattered here and there in different parts of the province. Statistics regarding these schools or colleges are included among the statistics shown in the general tables appended to this report; but as they have no connection with the work for which the Director of Public Instruction is held responsible, they have been excluded from the statistics given below:—

Direct and indirect expenditure from all sources.

	1894.	1893.
	Rs.	Rs.
Direct expenditure.		
Colleges ...	2,86,403	2,62,389
Schools (general)	20,17,843	18,85,950
„ (special)	72,786	67,897
Total ...	23,77,032	22,16,236
Indirect expenditure.		
University	39,779	36,015
Direction	44,523	41,166
Inspection	2,59,360	2,50,048
Scholarships*	82,052	77,106
Buildings	3,02,609	3,35,694
Apparatus	36,285	38,987
Miscellaneous	1,32,941	1,12,643
Total ...	8,91,549	8,91,659
GRAND TOTAL ...	32,68,581	31,07,895

* Includes scholarships tenable at unaided institutions.

Direct expenditure means what is incurred in maintaining the tuitional staff, that is, in instruction proper. Indirect expenditure denotes all that is subsidiary to this, as is shown in the side-headings given in the table.

5. The following table shows the direct and indirect expenditure from *public funds* only (Provincial and Local) during the last two years:—

Direct and indirect expenditure from public funds (Provincial and Local).

	1894.	1893.
	Rs.	Rs.
Direct expenditure.		
Colleges ...	1,52,222	1,30,227
Schools (general)	10,74,162	10,45,067
„ (special)	61,224	56,728
Total ...	12,87,608	12,32,022
Indirect expenditure.		
Direction ...	44,523	41,166
Inspection...	2,59,360	2,50,048
Scholarships*	39,069	41,849
Buildings...	1,89,070	2,14,635
Apparatus	17,394	21,263
Miscellaneous	32,346	40,843
Total ...	5,81,762	6,09,804
GRAND TOTAL ...	18,69,370	18,41,826

* Includes scholarships tenable at unaided institutions.

In the four items named last in the above table there has been an appreciable decrease of expenditure, but this decrease has been more than balanced by the increase under other headings. The increase amounting to more than Rs. 20,000 under the headings of Colleges is explained below in paragraph 22. The increase under the headings of Direction and Inspection can be chiefly attributed to the compensation allowances, which have been granted to European officers in consequence of the fall in silver. The increase under the head of Special Schools was owing to the fact that the cost of maintaining the Industrial school, Lucknow, covered a full period of twelve months, whereas in 1892-93 the existence of the school commenced only from 1st November 1892.

6. The number of institutions of all kinds, the average number of scholars on the rolls monthly during the year, and the *direct* expenditure *from all sources* on the various grades and kinds of education—collegiate, secondary, primary, and special—are compared for the last two years in the following table. The increases and decreases will be explained below in their proper places:—

Class of institution.		Number of institutions.	Average number of scholars on the rolls monthly during the year	Expenditure.				
				From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For University education ...	1894 ...	16	2,219	1,52,222	4,900	62,408	66,873	2,86,403
	1893 ...	16	2,164	1,30,227	5,164	60,084	66,914	2,62,389
For Secondary education ...	1894 ...	456	52,474	4,47,899	55,805	4,31,508	1,18,162	10,53,374
	1893 ...	464	49,707	4,46,148	55,876	3,60,448	1,17,911	9,80,383
For Primary education ...	1894 ...	4,031	150,000	5,30,674	23,685	40,727	34,778	6,29,864
	1893 ...	4,060	141,312	5,10,047	22,744	37,096	34,583	6,04,470
Total ...	1894 ...	4,503	204,693	11,30,795	84,390	5,34,643	2,19,813	19,69,641
	1893 ...	4,540	193,183	10,86,422	83,784	457,628	2,19,408	18,47,242
For Girls.								
For Secondary education ...	1894 ...	25	2,021	53,269	1,190	1,24,559	53,282	2,32,30
	1893 ...	24	1,872	49,769	1,314	1,03,499	46,142	2,00,724
For Primary education ...	1894 ...	257	7,600	42,320	5,446	4,170	50,369	1,02,305
	1893 ...	267	7,869	39,103	5,363	5,215	50,692	1,00,373
Total ...	1894 ...	282	9,621	95,589	6,636	1,28,729	1,03,651	3,34,605
	1893 ...	291	9,741	88,872	6,677	1,08,714	96,834	3,01,097
Total boys and girls ...	1894 ...	4,785	214,314	12,26,384	91,026	6,63,372	3,23,464	23,04,246
	1893 ...	4,831	202,924	11,75,294	90,461	5,66,342	3,16,242	21,48,339
Schools for special instruction.	1894 ...	14	1,769	61,224	462	2,522	8,578	72,786
	1893 ...	14	1,632	56,728	419	2,069	8,681	67,897
GRAND TOTAL...	1894 ...	4,799	216,083	12,87,608	91,488	6,65,894	3,32,042	23,77,032
	1893 ...	4,845	204,556	12,32,022	90,880	5,68,411	3,24,923	22,16,236

7. The *indirect* expenditure *from all sources* as distributed among the several classes of institutions is shown in the following abstract, so far as the distribution can be distinguished. It should be understood, however, that in this, as in the previous abstract, a large member of students enrolled in what are called Secondary schools are, in fact, only in the Primary grade of instruction; but the expenditure bestowed on the one cannot be separated from that bestowed on the other owing to the fact that the students in either grade are taught in the same building and sometimes by the same master, and for many other reasons.

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1893-94.

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	39,779	...	39,779	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39,779	...	39,779
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44,523	...	...	...	44,523
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,59,360	...	...	...	2,59,360
Scholarships ...	10,541	1,945	...	21,572	34,058	28,179	2,125	1,184	13,377	44,865	109	24	24	2,516	2,673	240	216	456	39,069	4,094	1,208	37,681	82,052
Buildings ...	1,871	...	...	20,668	22,539	70,682	4,493	10,688	65,361	1,51,224	77,270	214	1,004	11,111	89,599	3,672	...	3,672	1,89,070	4,707	11,692	97,140	(a)3,02,609
Apparatus ...	3,376	...	...	664	4,040	6,684	933	5,336	1,955	14,908	6,197	33	1,926	2,044	10,200	1,137	...	1,137	17,394	966	7,262	4,663	30,285
Miscellaneous ...	...	...	...	12,183	12,183	7,890	539	1,050	55,421	64,900	4,739	46	1,048	1,497	7,330	128	105	233	32,346	585	30,804	69,206	(b)1,32,941
Total ...	15,788	1,945	39,779	55,087	1,12,599	1,13,435	8,090	18,258	1,36,114	2,75,897	88,315	317	4,002	17,168	1,09,802	5,177	321	5,498	5,81,762	10,352	90,745	2,08,690	8,91,549

(a) Details of Rs. 35,575 not given.
(b) „ „ 48,295, miscellaneous expenditure under "Direction and Inspection" not given.

8. The proportion which one source of *direct* expenditure has borne to another during the last three years is shown below in the usual form. The variations from year to year are very slight :—

	1893-94.	1892-93.	1891-92.
	Rs.	Rs.	Rs.
From public funds	54	56	55
„ municipal funds	4	4	4
„ fees	28	25	26
„ endowments, &c.	14	15	15
Total ...	100	100	100

9. The following table shows how the expenditure was distributed during the year under report between Government and aided institutions of the various grades and kinds, and what proportion one item bears to another :—

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from—		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	1,03,252	32,184	1,35,436	76	24	8·0
Secondary	3,00,485	1,95,900	4,96,385	61	39	23·3
Primary	5,19,953	61,752	5,81,705	89	11	40·4
Special	53,724	1,039	54,763	98	2	4·2
Aided.						
Colleges	48,970	1,01,997	1,50,967	32	68	3·8
Secondary...	2,00,683	5,88,606	7,89,289	25	75	15·6
Primary	53,041	97,423	1,50,464	35	65	4·1
Special	7,500	10,523	18,023	42	58	·6
Total ...	12,87,608	10,89,424	23,77,032	54	46	100

In the past, as in previous years, the chief item of Government expenditure is on the public elementary schools under the District Boards. This came to over 5 lakhs of rupees, and absorbed 40 per cent. of the total expenditure from public funds. The next largest item, though still very much smaller than the one just named (being in fact not much more than half of it), is the expenditure on Secondary schools. In these, however, if it were possible to distinguish the expenditure, a large part of it would be debited to Primary, and not to Secondary, education, since about three-fourths of the pupils attending the so-called Secondary schools are in the Primary grade of instruction, and receive in Secondary schools the very same instruction that they would get in Primary ones. As regards aided schools, the heaviest item of expenditure from public funds is on those Secondary schools in which English is the backbone of the instruction. The total expenditure from public funds under this head exceeds two lakhs, some of which goes to Anglo-Vernacular schools, and the rest to European schools aided under their own special code.

10. In the following table the races and religions of the pupils and the proportion of each class to the total number are shown for the last two years. There is practically no change in the number of European and Native Christians. The number of Hindus has increased by about 10,000 and that of Muhammadans by about 2,000. The comparative increase has been rather larger on the side of Muhammadans :—

Race and religion.	1893-94.		1892-93.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	1,83,325	80·80	173,921	80·75
Muhammadans	36,234	15·97	34,660	16·09
Europeans and Eurasians	3,147	1·38	2,709	1·25
Native Christians	4,009	1·77	4,001	1·86
Miscellaneous races or religions ...	178	·08	100	·05
Total ...	226,893	100·00	215,391	100·00

SECTION II.—CONTROLLING AND INSTRUCTING AGENCIES.

11. In the year under report I took a tour with tents through six of the Oudh districts, the Rohilkhand division the Meerut division, (omitting Saháranpur and Dehra Dún), and the Agra division, till I reached Agra itself. By that time the camping season was over. At every sadr station I examined the Entrance class, and at every camping ground I was present at the annual Centre Examination of Vernacular schools.

12. There was no change in the *personnel* of Circle Inspectors until near the end of the official year, when Mr. Dodd, after a long and meritorious service, retired on pension. He was succeeded by Mr. Budden, whose deputation to the tutorship of the Nawab of Rampur expired at about the same time as Mr. Dodd's retirement. Mr. W. N. Boutflower held charge of the 1st Circle (Meerut, Agra, and Bundelkhand) until Mr. Dodd's retirement, when at his own request he was transferred to Mr. Dodd's circle, which then consisted and still consists of the Rohilkhand and Kumaun Divisions, together with the Inspectorship of European schools for the entire province. Mr. Budden, having taken up the work which Mr. Boutflower left, is now Inspector of the 1st Circle. The Oudh, or 2nd Circle, still remains with Mr. Crosse, and the 3rd Circle (Benares and Allahabad) with Mr Welby.

13. Both of the officers last named have done good work, and each had and still has a special sphere of duty in addition to his ordinary work as a Circle Inspector. Mr. Crosse throughout the entire year continued, as before, to have the inspection of drawing classes; but his work in this particular sphere has been a good deal increased by the fact that drawing classes at four more schools came under his inspection during the past year; and, as time goes on, more schools are expected to open classes in drawing. Mr. Welby undertook the duties of Secretary to the Text-book Committee which was established last year. These duties, though they are by no means light, and were especially arduous in first getting the work of the Committee into shape, were undertaken cheerfully, and have been efficiently performed.

14. The first duty of a Circle Inspector consists in the management of the Government Anglo-Vernacular schools, and in the examining and inspection of Aided schools with a view to determining the Government grant. Another and scarcely less important duty consists in the supervision of Vernacular schools, the inspection of Deputy Inspectors' offices, and correspondence with the Chairmen of District Boards. In all work connected with Vernacular schools, they are helped by the class of officers called Assistant Inspectors, whose rank is intermediate between those of a Circle and a Deputy Inspector. During the year under report there were, as before, nine officers of this class. Two changes of *personnel* have occurred. Near the close of the year under report, Pandit Din Dayal reverted to the status of a Deputy Inspector, and was succeeded by Gyanendra Nath Chakravarti, late Assistant Professor of Mathematics in the Muir Central College. M. Sohan Lal, Assistant Inspector of Kumaun, retired on pension, and was succeeded by Lala Sita Ram, who had previously been officiating as Headmaster of the Fyzabad school. No other changes have occurred among Assistant Inspectors.

15. The Muir Central College remained under the able principalship of Mr. Gough as usual. No changes occurred in the European staff, which consisted, as before, of Dr. Thibaut, Professor of English; Mr. Homersham Cox, Professor of Mathematics; Mr. Murray, Professor of Science; and Mr. Goodrich, Professor of History; the Principal himself being Professor of Philosophy. For the first four months of the session, commencing with 15th July 1893, Babu Gyanendra Nath Chakravarti, Assistant Professor of Mathematics, was absent on leave without pay, during which time Babu Mohini Kant Ghatak, M. A, officiated for him. He then returned to the college for three months and a half, at the end of which period he was appointed an Assistant Inspector, as I have mentioned above. Regarding his personal character and the character of his work, the Principal has left the following record:—

"His going was felt by the College as a great loss, Babu Gyanendra Nath Chakravarti having not only been a most painstaking and efficient teacher, but also having exercised a most excellent moral influence on all students with whom he came in contact."

The Assistant Professor of Science, Pandit Suraj Prakas, was on leave without pay from August 1893 to the end of the session, having obtained an appointment of nearly four times his Muir College salary at the Jodhpur College, Rajputana. His departure was also a great loss to the Muir College, as he had proved a very efficient teacher of Chemistry. It is most unfortunate for the future of education in this Province that such excellent native professors as the two just named should find it necessary to leave the Muir College soon after they have joined it. But men of exceptional ability cannot be expected to devote a life's labour to scientific research for the benefit of their fellow countrymen when they are given less pay than is given to many Headmasters, and even to some second masters, for doing work of a far inferior kind.

It is much to be regretted that the old scheme of native professors, by which they commenced on a salary of Rs. 250 and rose to one of Rs. 375, was broken up in favour of the disastrously cheap scheme that has superseded it.

16. The Queen's College, Benares, was under the able and successful management of Mr. Wright during the whole of the year under report. The College, however, suffered the inconvenience and drawback of losing during the period in question the services of Mr. Venis, who went away on furlough, and who has not even yet returned. His place as Professor of Philosophy was taken by Babu Hari Keshab Sanyal; and Mr. Wright has been further assisted in the general teaching of the College classes by Mr. Bacon, the Headmaster of the Collegiate school, and two or three of the assistant masters. The Benares College has an advantage in thus being able, when some regular member of the professoriate is absent on leave, to draw upon the Collegiate school for temporary assistance—a convenience which is not available to the Muir Central College, since there is no Collegiate school attached to it.

17. Among the Aided Colleges no change in the professorial staff has been reported to me. Mr. Beck, the Principal of the Aligarh College, was absent during a considerable portion of the year; and Mr. Morrison has been acting for him. An additional Professor was appointed to the same college in November last. The College classes at Fyzabad for a large portion of the year were under Lala Sita Ram, who has since been appointed an Assistant Inspector of Schools. Mr. De Cruz, the able and conscientious headmaster, who had held charge of the institution for some ten years previous, died in November 1893. The new college at Meerut has continued to be under the principalship of Mr. Bonnaud.

18. The Registrarship of the annual public examination of Vernacular schools in the Middle standard, and of European schools in the Primary, Middle, and High standards respectively, was in the last, as in many preceding years, in the hands of Mr. Wright, the Principal of the Benares College. I cannot speak too highly of the care and trouble that he has taken in the matter, and of the cordial co-operation and assistance that he has rendered me at all times in connection with this work. The same remark applies with equal force to Dr. Thibaut, Professor at the Muir Central College, who in the capacity of Registrar for the Middle English examination has rendered valuable service for many years in succession.

SECTION III.—UNIVERSITY OR COLLEGIATE EDUCATION.

19. University education in this province is represented by 15 colleges or College departments, all of which are affiliated to the University of Allahabad. For admission to the lowest University course—the Intermediate or First Arts—three doors are now open,—(1) the ordinary Entrance examination; (2) the School Final examination, the first fruits of which will be shown in the section following the present one; and (3) the High Standard examination under the code for European schools. All of these count equally for matriculation. The first two are conducted by the University itself; the last by the Educational Department.

20. In the year under report there were 3 State colleges or college departments, 5 aided, and 7 unaided ones. The subjoined abstract shows what was the average enrolment in the last four years:—

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March—			
		1894.	1893.	1892.	1891.
State Colleges	Muir Central, Allahabad	312	291	282	299
	Queen's, Benares	219	228	188	174
	College Department, Fyzabad	29	42	38	37
Aided Colleges	Agra	238	235	236	200
	Canning, Lucknow	262	254	227	228
	Muhammadan Anglo-Oriental, Aligarh	122	103	96	102
	Bareilly	108	93	94	84
	Meerut	37	28	...	...
Unaided Colleges, or College Departments of Schools.	St. John's, Agra	62	68	56	32
	St. George's, Mussoorie	18	11	12	9
	St. Peter's, Agra	3	4	5	2
	Christian College, Lucknow	28	31	43	...
	Women's „ Lucknow	13	6	...	...
	Christ Church, Cawnpore	19	9	...	...
	Ramsay College, Almora	6	...	...	...
	Total	1,476	1,403	1,277	1,167

Thus in the space of four years there has been an increase of 309 students, and between the last two years an increase of 73. Since April 1893 one institution has been added to the list of affiliated colleges, *viz.*, the Ramsay College, Almora; but this adds only 6 more names to the number of under-graduates. In the large colleges at Allahabad, Benares, Lucknow, Agra, Aligarh, and Bareilly, the numbers have changed but slightly within the last four years.

21. Among the colleges named in the above list, four presented candidates for the M.A. degree; namely, the Muir College, Queen's College, Agra College, and the Canning College. Eight presented candidates for the B. A. degree; namely, the Bareilly College, the Aligarh College, St. John's College, Agra, and the Christian College, Lucknow, together with the four already named. The rest have not gone beyond the Intermediate or First Arts stage; and one of these (the Ramsay College, Almora) has not yet formed a second year class.

22. The following abstract shows for the last three years what the expenditure has been in the six largest colleges (Allahabad, Benares, Agra, Lucknow, Aligarh, and Bareilly) and the different sources from which the income has been derived :—

	1894.	1893.	1892.
	Rs.	Rs.	Rs.
From public funds	1,26,439	1,06,365	94,014
„ municipal funds	4,672	4,840	5,820
„ fees	47,617	45,378	40,358
„ other sources	61,497	61,376	58,885
Total ...	2,40,225	2,17,959	1,99,077

The expenditure from public funds since 31st March 1893 has thus increased by Rs. 20,074. From municipal funds, it has decreased by Rs. 168. From fee receipts it has increased by Rs. 2,239. The causes of the heavy increase under the item first-named are the following :—

(*a*) Exchange compensation allowance has been granted to European officers.

(*b*) The appointment of Mr. Goodrich as an additional Professor to the Muir Central College, and of Mr. Jennings to the Benares College. These gentlemen served during the latter portion of the year 1892-93 also. But during the year under report they have drawn pay for the entire annual session.

(*c*) Mr. Gough, the Principal of the Muir College, received an increase of salary during the year under report, having been promoted to the 1st grade in the graded service.

(*d*) Dr. Thibaut received during the year under report the usual increment to his graded salary.

(*e*) The same officer was absent for about nine months of the year 1892-93; and hence in that year there was a saving of expenditure, while there has been none in the year under report.

(*f*) Some expenditure has been incurred in the workshop attached to the Muir College.

(*g*) The grant to the Aligarh College has been increased.

23. The distribution of expenditure from public funds among the six principal colleges and the incidence per scholar on the average enrolment are shown i

the following abstract, which gives the particulars named for the last three years :—

Class of College.	Name of College.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1894.	1893.	1892.	1894.	1893.	1892.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central	51,551*	34,627	28,010	165	119	99
	Queen's	33,234	30,725	26,966	152	135	143
	Total ...	84,785	65,352	54,976	160	126	117
Aided ...	Canning	20,090	20,333	18,499	77	80	81
	Agra	7,000	7,000	7,000	29	30	30
	Muhammadan Anglo-Oriental, Aligarh.	8,084	7,200	7,200	66	70	75
	Bareilly	6,480	6,480	6,339	60	70	67
	Total ...	41,654	41,013	39,038	57	60	60
	GRAND TOTAL ...	1,26,439	1,06,365	94,014	100	88	84

* Includes Rs. 1,479 expenditure on workshop attached to the College.

Thus in the two State colleges combined, there has been a total additional expenditure from public funds amounting to Rs. 19,433 ; and out of this sum Rs. 16,924 have gone to the Muir College alone. This has been already explained. In the Aided colleges at Agra and Bareilly, the expenditure has been stationary : at the Lucknow College it has slightly decreased. In the Aligarh College it has risen by Rs. 884 in consequence of the appointment of a new Professor, who took over charge from November 1893, and towards whose salary the Government contributes an additional grant.

The M. A. Examination.

24. As has been mentioned in previous reports, the number of M. A. candidates in this province is for several reasons still very small. Since the previous year, however, it has increased by 7, and since the year 1892 by 14. The result of last year's examination is shown in the following abstract :—

Institution.	Subjects of examination.									
	English.		Mathematics.		Chemistry.		Physics.		History.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir College ...	7	4	3	3	1	1	1	1	...	...
Agra „ ...	7	6	...	...	...	...	...	...	...	...
Queen's „ ...	2	2	...	...	1	1	...	...	1	...
Canning „ ...	4	1	...	...	...	...	...	...	...	...
Total ...	20	13	3	3	2	2	1	1	1	...

The above abstract shows that English is the favorite subject in which B. A. graduates prefer to study for the M. A. degree. Out of the 20 candidates who appeared from the two State colleges and from the two largest Aided colleges, 13 were successful. In the other subjects the candidates, though few, were all successful, excepting the one candidate who appeared in History from the Queen's College,—the first candidate, so far as I know, who has appeared in History since the provincial University was established. At the Queen's College there is no Professor of History, and hence the student could have received very little, if any, help from the College staff.

25. The officiating Principal of the Muir Central College has given the following remarks regarding the results of the last M.A. examination:—

"Seven students presented themselves for the M. A. examination in English literature. Out of these one passed in the 1st division, heading the University list of successful candidates in Literature, one in the 2nd, and two in the 3rd division.

"Three candidates appeared in Mathematics. One of them passed in the 1st division, securing an exceptionally high number of marks; while the other two passed in the 3rd division.

"One student, Abdul Karim Khan, presented himself for examination in Physical Science, and passed in the 2nd division, missing the 1st division, however, by two marks only. He is considered an especially promising man by Professor Murray, and has recently been nominated by the Syndicate of the University for the State Scholarship to be held at an English University.

"The one candidate who presented himself for the M. A. examination in Chemistry passed in the 3rd division."

As regards the higher teaching in Physical Science and Chemistry, one Professor finds it a somewhat unmanageable task to carry on effective teaching in both these branches in addition to his B. A. work and the superintendence of the Intermediate classes. Professor Murray informs me that he is in the present session unable to undertake the formation of a new M. A. (fifth year) class, and must content himself with carrying on the instruction of the old M. A. (present sixth year) class.

26. During the latter portion of the past year I addressed the Government on the subject of establishing a European Professorship of Chemistry if the B side of the University course is to be equally balanced with the A. Anything like an equilibrium of teaching power is impossible so long as there is one solitary Professor to teach two such very distinct subjects as Physics and Chemistry—subjects scarcely less, if at all, different from each other than Philosophy and Literature, for each of which a separate European Professor is provided. The present smallness of the classes in the B as compared with those in the A side makes no material difference in regard to the amount of teaching power required; and the present numerical disproportion might become less and less every year, if a greater taste for a scientific research is cultivated in the minds of students. The M. A. course is more valuable than any of the courses that precede it, because in studying for this the attention of the candidate is rivetted to a single subject, instead of being spread over three, as in the B. A. course. It is therefore much to be regretted that Professor Murray, whose style of teaching is very popular and effective, has no time to form a new M. A. course in either Physics or Chemistry.

27. The colleges at Agra and Lucknow had no candidates for the last M. A. examination in any subject but English. In the Benares College one candidate appeared in Chemistry, and passed—a fact much to the credit of the accomplished Professor of Science, Babu Abhay Charan Sanyal, who is said to be especially strong in Chemistry. As regards the candidates from the Canning College, the Principal writes as follows:—"We had no M. A. candidates in Mathematics or Science. With B. A. classes studying Mathematics, additional Mathematics, Physical Science, and Chemistry Mr. Ward has no time available for conducting an M. A. class. These classes are small, consisting of three or four students each, but the time and attention they require is just the same as if they were ten times the number. If we had a separate Mathematical Professor for the B. A. and M. A. classes, the same as in the Muir College, more students would come forward to take up Mathematics and Science. This is a matter to be considered when our funds admit of it. Two of the students from the Muir College, who have just taken the M.A. degree in Mathematics, were two of our most promising students, but they reluctantly left for Allahabad on finding that the time that could be devoted to them was too limited for their requirements. Four candidates appeared in English for the M. A. examination, and one of them came out successful."

The B. A. Examination.

28. The B. A. course, as is well known, is subdivided into the A or Literary and the B or Scientific side. The results of last year's examination in both sides are shown in the following abstract:—

College.	Course A.						Course B.					
	Candidates.	Passed in—			Total.	Percentage.	Candidates.	Passed in—			Total.	Percentage.
		First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Muir College ...	43	2	15	9	26	60	13	1	5	1	7	54
Agra „ ...	37	6	21	2	29	78	13	1	9	1	11	85
Queen's „ ...	15	4	8	3	11	73	10	...	2	3	5	50
Canning „ ...	38	...	12	7	19	50	9	...	3	3	6	67
Bareilly „ ...	10	1	5	1	7	70	1	...	1	...	1	100
Aligarh Muhammadan-Anglo Oriental College.	21	2	12	5	19	90	...	...	...	...	...	...
St. John's College	6	1	2	1	4	67	...	...	...	...	...	...
Christian „ ...	3	...	3	...	3	100	...	...	...	...	...	...
Total ...	173	12	78	28	118	68	46	2	20	8	30	65

If we take the four largest colleges (Muir, Agra, Queen's, and Canning) and omit the Bareilly College, which sends up only one candidate for the B course, while the remaining three colleges sent none at all, we find that the total number of candidates on the B side was 45 against 133 (or nearly three times as many) on the A side; and that on the B side 29, or nearly 65 per cent., passed against 85, or nearly 64 per cent. on the A side. In the year 1892-93 the number of candidates on the B side was 41, of whom nearly 61 per cent. passed, while on the A side the number of candidates (at the four colleges named) was 154, of whom 56 per cent. passed.

29. I append the usual abstract showing the number of failures in each subject:—

College.	Candidates.	Passed.	Percentage of passes.	Number of failures in —				
				English.	Mental and Moral Science.	Second Language, History, or Mathematics.	Physical Science or additional Mathematics.	Aggregate.
Muir College ...	56	33	59	11	3	13	3	15
Agra „ ...	50	40	80	6	1	3	2	3
Queen's „ ...	25	16	64	1	...	5	4	4
Canning „ ...	47	25	53	17	4	13	3	18
Bareilly „ ...	11	8	73	2	...	3	...	3
Aligarh Muhammadan Anglo-Oriental College,	21	19	90	1	...	2	...	2
St. John's College ...	6	4	67	2	...	1	...	1
Christian College ...	3	3	100	...	...	...	...	...
Total ...	219	148	68	40	8	40	12	46

30. Regarding the result of last year's examination, Dr. Thibaut, at present officiating as Principal, has given the following remarks in respect of his own college:—

"In the B.A. examination 41 students (43 if two absentees are included) appeared on the A side. All of them had, according to the rules of the University, taken up English and Philosophy, while 24 had taken up Persian, four Arabic, seven Sanskrit, six History, and one Mathematics as their respective optional subjects. Out of this number one student passed in the 1st division, taking at the same time honours in English and Philosophy, fifteen in the 2nd division, and nine in the 3rd. There were nine failures in English, seven in Persian, one in Arabic, and three in History.

"The result in Philosophy was so very favorable, not only in our college, but in the whole University—only eight students having failed out of a total of 190—that we must conclude that the examiners, or at any rate one of the examiners, was unusually lenient. This I consider rather regrettable in so far as it tends to confirm the notion held at present rather generally, and often in a very exaggerated form, that to take a degree on the A side is much easier than to accomplish the same thing on the B side."

31. The Principal of the Canning College writes as follows regarding his B. A. class and the results of the last B. A. examination :—

"We did not expect any brilliant result from the B. A. class. The class did not contain a single student who had passed the Intermediate examination in the 1st Division, and only six who had passed in the 2nd. The remainder (41 students) were 3rd Division students, *i.e.*, they had obtained a bare pass. To secure a good average result from such material is satisfactory, though it compares somewhat unfavorably with the success of other colleges.

"In the A course English and Philosophy are compulsory, while the student has the option of one of the following as his third subject—a Classical Language, History, or Mathematics (14 out of 38 failed in English, 4 out of 38 in Philosophy, 9 out of 28 in Persian, and 1 out of 7 in History). That so many students should have passed in Philosophy—a subject so difficult in itself and involving so many abstruse questions—is pleasing evidence of intelligence and industry on the part of the class. The examination in Persian must have been more strict than usual, as few ever failed in that subject. This raising of the standard is much to be desired, as there is a general complaint that the University turns out graduates who have a superficial acquaintance with that language. Mr. Pirie is of opinion that the course in History and Political Economy is so long as to be deterrent for most students, but those who took it up have no cause to regret having done so.

"In the B course English and Mathematics are compulsory, while the student has the option of Physics and Chemistry, or a further course of Mathematics, as his third subject. As usual, the greater proportion of the best students chose the B course. The results of the examination are such as Mr. Ward anticipated. He was well pleased with the work done. Even students who had been formerly backward made considerable progress."

Comparing the above remarks on the results in Philosophy with the fact that only eight failed in the whole University out of 190 candidates, and that half of those who failed in Philosophy were from the Canning College class, one might be led to infer that the principal has overrated the intelligence displayed in that particular branch by students who, as he admits, were decidedly below the average all round.

32. The B. A. examination held last March was the first occasion in the history of this University on which a separate paper was set in English composition. Commenting on this point, Mr. White, the Principal of the Canning College, writes as follows :—

"English composition has always been the weak point with most of our students. They join the College without knowing the simplest elements of it, and reform in this respect must therefore commence in our zila schools. With so many subjects to be taught, and with papers at the College examinations to be criticised and valued, it is difficult for the Professor to find time for frequent exercise in composition; and yet it is only by frequent practice that proficiency is to be attained. This is a matter which will receive careful attention from Mr. Pirie, Mr. Young, and myself."

In regard to this point, it may be explained that in all the public examinations from the Middle English to the B. A. (inclusive) three papers are now given in English, whereas formerly two were given, as at other Indian Universities. In the Middle English and Matriculation examinations, the third paper consists of translation from Vernacular to English. In the Intermediate or F. A. examination, it also consists of translation. It is not until a student appears for the B. A. examination that original composition is expected of him. Even at the B. A. stage the term "original" must be understood in a very qualified sense; for, according to the regulations, the performance is simplified by the two following conditions :—(*a*) the subject on which students are to write must be something selected from the literature course of the year, and (*b*) a brief outline indicating the main points to be expanded must be given by the examiner. It is therefore intended to be an exercise purely in composition or expression, and not in composition combined with original thought. This is all that can be expected from our students even at the B. A. stage. Even so, however, the performance, as Mr. White has pointed out, is found to be very poor. Such being the admitted incapacity of students, who after four years of study in a college appear for the B. A. examination, it is clearly unreasonable to expect much accuracy or neatness of style

from the boys who appear for matriculation from our zila schools. The zila schools have already taken the same step as the University by requiring a third paper, which shall consist of translation from Vernacular to English. So they are doing what they can in the direction indicated. I quite agree with what the Principal says about the importance of teaching school boys correct expression at as early an age as possible. But he is no doubt aware that, as regards the demands upon their time, Headmasters and their assistants are under precisely the same difficulty as College Professors, and that with one or two verbal changes his remarks might be repeated over again *verbatim*:—"With so many subjects to be taught, and so many written papers to be criticised and valued, it is difficult for the school teacher to find time for frequent exercise in translation." I need hardly add that it is much more difficult for a student, who is still a boy attending school, and is taught for the most part by native teachers, to whom English is not the mothertongue, to acquire a correct English idiom than for a college student to do so, who is chiefly taught by a European Professor, and who never hears the Vernacular spoken in his class room. It is vain to expect that schools can succeed where colleges fail, or that a pack pony can sustain a burden which has broken the back of an elephant. It must be admitted, too, that native students, though quick at getting up a subject for an examination, are not gifted with an ear for language, and as a rule make poor linguists. I have written thus plainly on this subject, because after a life's labour spent in endeavouring to improve the teaching given at zila schools, I find that Principals of Colleges are still as ready as ever to expect that zila schools can accomplish what they cannot do themselves. Where is the expected "reform" to come from, so long as the boy student—a poor linguist by nature—is taught from the beginning to the end by his own countrymen? If European Principals of Colleges cannot supply our schools with better teachers, the fault (if any one is at fault) lies with themselves and not with the schools; and it is in the colleges, and not in the schools, that the "reform" desired by Mr. White should be commenced, since University graduates are the only source to which we can look for teachers of English in Anglo-Vernacular or zila schools.

33. Besides the third paper in English composition, another improvement decided on in the year under report was that in the B course no text-books should in future be prescribed for the different branches of Science and Mathematics. Each branch has now been defined by a syllabus. Sometimes two or three specimen-books are still named as guides; but no one book is fixed as the text-book. This will make the examination more difficult, and possibly the number of candidates may at first become rather less in consequence. On the other hand, the examination will be a more thorough test of a candidate's intelligence; and students will be forced to place more faith in their powers of thought than in those of memory. Want of faith in the faculty of reason, combined with excessive faith in the powers of memory, is the bane of education in India. Hence students at colleges no less than at schools think only of learning up the notes and abstracts, which are either given them by the Professor or are procurable from the last annotated edition of such extracts from Shakespeare, Bacon, Milton, and other standard authors, as may be prescribed by the Syndicate.

34. During the year under report, a proposal was made by the Syndicate to establish a Faculty of Science; and this proposal was approved in general terms by the Senate at the annual meeting held in March 1894. It was not clearly stated in this scheme whether the proposed new faculty would supersede the present B course or be concurrent with it; and hence some persons, including myself, abstained from voting.

35. *Workshop at the Canning College.*—In the annual report for 1892-93 I was unable to make any allusion to this, because it was not brought to my notice in the Principal's own report for that year. I now give the following extract taken from his report for 1893-94:—

"The constant supply of chemicals and the demand for new apparatus cannot be met except at great cost, quite out of proportion to the small groups of students who come to be taught. We keep up, besides, a workshop with a Whitworth lathe, and a skilled mechanic to work it. The latter Mr. Ward considers to be an economy, as he is able to make apparatus at a fraction of the price which would be asked by manufacturers in England, with the additional advantage of having the apparatus made so as to suit his own requirements. Our expensive equipment must be looked upon as providing for the future rather than the present. Science now forms part of the curriculum for the School Final and the Intermediate classes, and this previous training is calculated to cultivate a taste for the special study, and thereby increase the number of those who take the B course.

36. *Workshop at the Muir Central College.*—I mentioned in the report for 1892-93 that near the close of that year the Government had consented to the opening of a workshop in connection with the Science classes, and to such slight alteration in the college building as was needed for its accommodation. Professor Murray has given a full and interesting report of what has been done during the past year, and I herewith quote his remarks *in extenso*:—

"The proposal for the establishment of a workshop in the College was sanctioned early in the year, and the necessary alterations and extensions in the buildings of the science block were completed about the beginning of July. About a fortnight from the reopening of the College after the summer vacation, I found and engaged Mr. J. Jourdan as workman. He had been in the East Indian Railway works at Allahabad and Jamalpur for more than twenty years, and had, before retiring, been earning Rs. 200 a month as foreman fitter. He had first-rate testimonials, and seemed in every way the very man I wanted. I have since found him a most ingenious and skilful workman, and a large amount of the credit of bringing the workshop to its present state of efficiency is due to him.

"Early in August I ordered a lathe from Messrs. King & Co., Calcutta, but it was not received till the beginning of January 1894. It was, of course, impossible to start work to any purpose while we were still without the lathe. But in order to see what kind of work Jourdan could do, I set him to copy some of the instruments in the laboratory, which he did by working at his own house, and using a small lathe and other tools of his own. This was not a cheap method, as all the heavier work had to be done at other outside shops at a very dear rate. But it served to show the kind of work which he could do; and though it was not economical in hard cash, it gave us valuable experience. I meantime kept adding to the stock of tools as occasion offered. I found Jourdan extremely useful in procuring locally tools and materials at a very cheap rate; but I had to order from Calcutta a forge, a drilling machine, a surface plate, a bench vice, an anvil, and some other small items. After I got the lathe set agoing in January, I removed all tools, &c., to the workshop. In order to equip the workshop as well as possible on the grant of Rs. 1,000, I decided to make in the workshop as many of the tools as could be made there. Accordingly from January to the end of the year we were engaged in making the necessary tools, callipers, and compasses of all sizes, tools for the lathe, wrenches, drills, chisels, files, &c. I also made a very complete set of taps and dies, the master taps for which, as well as a milling tool, were very kindly lent me by Mr. Ward of the Canning College, Lucknow, whom I have to thank also for many excellent suggestions.

"The net result of the year's work, then, has been (1) to equip the workshop very fairly with a good screw-cutting lathe now in thorough working order, a good drilling machine, a forge with all necessary appliances, a planing machine; besides these, the large and varied assortment of smaller tools of all sorts made in the workshop, and especially adapted for the particular kind of work we are likely to require.

(2) Jourdan has repaired in a very neat and workmanlike manner several of the College instruments that had been broken or become unworkable. I may mention the air-pump, which was a very valuable one, and would have been quite useless, as I could not otherwise have got it mended here, a foot-blower, a number of spirit lamps, an apparatus to show the mutual convertibility of heat and work, and a number of other smaller items.

(3) He has made (from drawings) an excellent hypsometer; an apparatus to illustrate the laws of reflexion of light; an Ampere's stand, with helices and wires to fit it; a capital Wheatstone's bridge of Carey-Foster pattern; a most excellent balance, very accurate; a number of beautiful wooden models of crystals; a good metre scale of steel; a Wimshurst's electric machine (not finished) a Bramah's press; capable of exerting a force of 2,000 lbs. weight; and last, but not least, he has got made for me three lead sinks with pipes and funnels, which I had given to a native workman to make in January 1893, but which I found it absolutely impossible to get finished, and which would probably not have been finished yet if I had not told Jourdan to get them made somehow. This last item may illustrate the way in which I used to be hampered, before I got the workshop started. I would devise some simple piece of apparatus, and send for a native mistri to do it; but it was heart-breaking to listen to their excuses for delay, and when the work was done, it was much more likely to be wrong than right. But now, if any job arises that Jourdan thinks can be done better by a native, he gets him to bring his tools and do it on the spot. I now find I can get almost anything I want done, and am looking forward to making some very accurate pieces of apparatus during the coming year. My only apprehension is that with the work of the College increasing so rapidly, and the many things about the College that demand my time and thought, I may not find it possible to devote that time to the affairs of the workshop which they would require."

I have visited the workshop at the Muir College, and had everything explained to me by Professor Murray. He informs me that the abolition of text-books for the Science examination has greatly simplified the question as to how scientific apparatus should be supplied in future. So long as the Professor was tied to a certain text-book, he was forced to keep himself supplied precisely with what the text-book required. But now he can use his own judgment, and can make things on a less expensive, but not less useful, plan, which will suit his purpose equally well. At

Mr. Murray's request, I have circulated a notice and list of apparatus which will enable the smaller colleges in this province to apply to him for apparatus instead of being driven to make their purchases from Calcutta or Bombay shops. By degrees he hopes in this way to make the Muir College the provincial centre for the manufacture of scientific instruments such as are needed in the smaller affiliated colleges. I saw two appliances made in the Muir College workshop which at the present rate of exchange would have cost Rs. 100 each if they had come from London. He had each of them made for Rs. 30. The students are often interested in seeing what is being done in the workshop, and this in itself is an important element in education.

37. During the past year the Government College at Benares was provided with several new appliances that were required for the more effective teaching of Science. No workshop has been opened there; nor do I think that any such will be necessary for the reasons stated in the previous paragraph.

The Intermediate or First Arts Examination.

38. This is the second year in which the bifurcation of studies in the Intermediate or First Arts examination has been tested by a University Examination. This examination is called "Intermediate," because it is a stepping-stone between the Entrance or School Final examinations and the examination for the degree of Bachelor of Arts. English, Mathematics, and Deductive Logic are common to both A and B courses. A Classical Language with either History or a further course in Mathematics is prescribed for the A course. Elementary Physics and Chemistry with the same further Mathematical course are prescribed for the B course. One who passes the Intermediate examination receives a certificate which entitles him to be considered a Licentiate in Arts. But he is not counted as a graduate.

39. The following table shows in the usual form the results of the last examination in both courses :—

Class of institution.	Name of Institution.	Course A.						Course B.					
		Candidates.	Passed in—			Total.	Percentage	Candidates.	Passed in—			Total.	Percentage.
			Fist Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Colleges.	Muir	70.	1	5	23	29	41	29	1	3	13	17	59
	Canning	55	...	6	25	31	56	16	1	2	6	9	56
	Queen's	43	...	3	11	14	33	24	...	2	8	10	42
	Aligarh Muhammadan Anglo-Oriental.	52	...	4	16	20	38	...	...	...	...	...	...
	Agra	58	...	4	17	21	36	15	3	2	4	9	60
	Bareilly	35	...	2	8	10	29	7	...	2	2	4	57
	Total ...	313	1	24	100	125	40	91	5	11	33	49	54
College departments of schools.	Fyzabad	11	...	...	5	5	45	5	1	2	1	4	80
	St. John's ...	16	...	1	7	8	50	11	...	1	3	4	36
	St. Peter's ...	3	...	...	1	1	33	...	...	...	...	...	...
	Christian, Lucknow ...	10	...	...	...	...	...	4	...	...	1	1	25
	Meerut ...	13	...	1	3	4	31	10	...	2	2	4	40
	Women's Lucknow ...	1	...	1	...	1	100	4	...	...	2	2	50
	Philander Smith Institute.	...	...	...	...	...	...	4	...	3	1	4	100
	Christ Church, Cawnpore.	7	...	2	1	3	43	...	...	...	...	...	...
	Total ...	61	...	5	17	22	36	38	1	8	10	19	50
	GRAND TOTAL ...	374	1	29	117	147	39	129	6	19	43	68	53

40. There were thus 14 colleges in all which sent up candidates for the last Intermediate examination. In the above table they have been classified according to their sizes; the six larger colleges in the first batch, and the eight smaller ones in the second. The general result in both has been below the average of the previous year, so far as the comparison is based upon the precentage of passes. On the A side the six larger

colleges make up between them a percentage of only 40 passes, and out of the 125 students who came out successful, only one was placed in the 1st division; on the B side the percentage of passes came to 54, and out of the 49 who came out successful, five are placed in the 1st division. In the smaller colleges the result was not so good as in the larger ones. On the A side the percentage of passes comes to only 36, and not one of the passed candidates is placed in the 1st division. On the B side the percentage of passes comes to 50, and one of the passed candidates was placed in the 1st division. Thus in both the larger and the smaller colleges the B candidates, though much fewer than the A, surpass the A candidates both in the proportionate number of pass men and in the actual number placed in the 1st division.

41. From the table given below it will be seen in what subject or subjects the failures chiefly occurred :—

Name of institution.	Candidates.	Passed.	Percentage of passes.	Number of failures in						
				English.	Classical language.	Mathematics.	History or Trigonometry or Conic Sections.	Logic.	Physics and Chemistry.	Aggregate.
Muir	99	46	46	38	11	37	11	7	8	42
Canning	71	40	56	21	7	12	7	6	5	25
Queen's	67	24	36	31	13	26	14	4	13	38
Aligarh Muhammadan Anglo-Oriental.	52	20	38	29	2	17	4	5	...	23
Agra	73	30	41	35	12	31	16	7	1	36
Bareilly	42	14	33	25	15	15	13	4	1	27
Fyzabad	16	9	56	6	1	5	2	1	1	7
St. John's	27	12	44	10	4	10	2	...	1	15
St. Peter's	3	1	33	2	1	2	2	1	...	2
Christian, Lucknow ...	14	1	7	12	6	9	3	2	3	11
Meerut	23	8	35	13	2	11	1	1	3	13
Women's	5	3	60	...	...	...	...	...	2	...
Philander Smith Institute ...	4	4	100	...	...	...	...	...	...	...
Christ Church, Cawnpore ...	7	3	43	3	1	2	...	...	...	2
Total ...	503	215	43	225	75	177	75	38	38	241

42. Most of the failures, as the above table shows, occurred in English and Mathematics; but of the two, a much larger number occurred in English. No explanation has been given of this wide-spread failure in any of the reports sent in by Principals. I believe it is owing to the fact that the year under report was the first occasion, on which the students underwent the ordeal of a third paper in English—*viz.*, in translation from the Vernacular. For each of the three papers in English the same number of marks is allotted, so that failure in one paper would necessarily weaken the chances of passing in the whole. Professors at colleges must find it extremely difficult to practise their students in translation—a work to which they had not previously been accustomed,—and to examine and criticise the composition of a large number of papers. The severity of the translation test must have been enhanced by the fact that the students who appeared for the Intermediate in 1894 had not had a separate translation paper in the Entrance Examination of 1892. As I have explained in a previous paragraph, a third paper in English, which like that in the Intermediate consists in translation from the Vernacular, is now given in the Matriculation examination also; and though Headmasters are quite as much pressed for time as College Professors are (especially in the Collegiate and largest zila schools, where the matriculation class consists of from 40 to 85 boys), yet it may be hoped that some good may result from having the two examinations conducted as they now are on parallel lines.

The failures in Mathematics are unusually numerous, while those in Logic (which is a complusory subject on the A and B sides alike) are unusually few,—so few, in fact, as to suggest the conclusion that the examination in this subject erred on the side of leniency.

43. The following extract regarding the Intermediate results is taken from Dr. Thibaut's annual report :—

"Taken as a whole, the results in the Intermediate examination were by no means satisfactory. The Muir College, however, did as well as other colleges—a result not easy of attainment, as the number of our Intermediate candidates exceeded that of the corresponding class in any other college, while we have no special advantage in point of teaching staff.

"The size of the lower classes has in fact proved very embarassing to the teachers in recent years. For the last two sessions the Intermediate class was taught in sec

sections; this, however, is an arrangement which throws much additional labour on the teachers, and which, moreover, cannot be upheld as soon as from any cause the staff is temporarily weakened. The teaching in Mathematics no doubt suffered from the regular Professor being repeatedly absent on leave, and the class being left for several months without any teacher."

44. In the extract which I now quote from Dr. Thibaut's report I believe that he has very accurately explained the reason why men on the B side give proof of superior intelligence as compared with men on the A side:—

"A comparison of the results obtained by the A and B course sections respectively seems to show that the students choosing the B course are on the whole superior to the A course men. That such superiority really exists is, moreover, confirmed by the personal observations of the Professors regarding not only Intermediate, but also the B.A. classes. The Professors on the B side enjoy the advantage of having to teach men who, while anxious like all students to obtain a degree, choose the special subjects of Mathematics and Science from personal taste and a feeling of special capacity for those subjects. The A course classes no doubt contain a fair percentage of men of a similar type, *i.e.*, men having a special liking and capacity for the literary subjects, such as Classical languages, Philosophy, and History. At the same time there can be no doubt that the more hopeless section of our students, the men who possess no special aptitude or preference for any line of study—those men, in fact, who would have done better never to enter College at all—gravitate towards the A course, which requires a smaller amount of Mathematics; and that hence the labour of the teachers on that side is more irksome and less certain of a reward than that of their colleagues on the B side."

45. The Principal of the Canning College has written thus regarding the Intermediate results in his own College:—

"Our College has distinguished itself at the Intermediate examination. No other college shows better on the University lists. My colleagues were unanimous in anticipating a good result from their year's work with such an excellent class. * * * More than two-thirds of the class passed in English. Considering the worse than ignorance of the language displayed by so many of these boys when they join the College, and their want of familiarity with the colloquial, it must have cost Mr. Young great labour to bring so many through in safety. How the Entrance examination allows some of them to pass is to us incomprehensible. It may be partially explained by the fact that many marks may be obtained by a careful committing to memory of notes on the text-book and of the technicalities of Grammar. This is easy for a boy with a good memory, and he may pass without having any practical knowledge of the language at all."

The words quoted above in reference to the Entrance examination exactly describe the process by which a large number of students taught by College Professors manage to pass in the Intermediate and B. A. examinations. Headmasters and Assistant teachers at zila schools simply follow the example set them by College Professors, from whom they received their own training when they were young. In fact, we have only to change the word *Grammar* into *Logic*, and the sentence could be repeated over again as follows without changing another word:—"Many marks may be obtained (by Intermediate students) by a careful committing to memory of notes on the text-book and of the technicalities of Logic." Out of 503 candidates only 38 failed in the compulsory subject of Logic, the technicalities of which can by a mere effort of memory be mastered much more easily than those of Grammar, since Grammar includes a great many points of idiom and construction, besides points that are merely technical, and a judicious examiner would take care to give prominence to the former. As to notes on the literary text-books, it is well known that in selecting the literature courses for the Intermediate and B. A. examinations, the College Principals and Professors serving on the Syndicate almost invariably choose those authors whose works have been edited and brought out with copious notes, and that the notes sometimes occupy as much space as half the volume. It is also well-known that besides these published notes, the Professor is expected to give orally copious notes of his own, all of which are carefully written down by the student, who duly expects to scale the heights of Parnassus with the help of his pencil and note-book. The consequence is the same as that pointed out by Mr. White in regard to matriculation pass men, *viz.*, that many or most of the students who pass the Intermediate or B. A. examination "have no practical knowledge of English at all." The lecturers at the Roorkee College make precisely the same complaint about the native graduates sent to them from the Arts Colleges that the Principal has here made about the students sent to him from zila schools. For it has long been a subject of complaint at Roorkee that the native candidates, even though they have taken the B.A. degree, are not able to understand readily what is said to them in lecture side by side with their European or East Indian class fellows who never attended an Arts college.

One of the proposals put forward last year for the development of the B side of the University courses was to exempt students who select the B side from the necessity of taking up a literary course in English. If this scheme were adopted, I believe that B. A. students through the increased interchange of ideas with the European Professor, in which the use of the pencil and note-book would find no place, would acquire a more practical knowledge of the idioms of English than they can now do by the so-called critical study of Shakespeare, Bacon, Milton, and the like.

46. Regarding the intermediate results in the Agra College, the Principal (Mr. Thomson) has written as follows:—

"For the Intermediate examination we sent up 73 candidates, of whom only 30 were successful. There are three reasons for such a poor result; (1) the class was dull from the first; (2) attendance in the first year was irregular and the work slow; and (3) the class is too large for one teacher to give the students individual assistance. At the beginning of 1892-93, two Assistant Professors were appointed—one for Mathematics, the other for English; but on account of the reduction of the Municipal grant-in-aid, there was not money to pay them, and they had to be discharged at the end of that year. Almost all the failures were in English or Mathematics, or both, and we shall not be able to teach these subjects thoroughly until we can replace the Assistant Professors."

47. In the Bareilly College the result was not up to the average. Mr. Nesbitt, the Principal, did not expect a good result: for in his report, dated 20th April, written long before the results were known, he says: "None of the lecturers has been satisfied with the work of the second year class." In the College Department at Fyzabad the Intermediate class did far above the average of any previous year, 45 per cent. having passed on the A side and 80 per cent. on the B. This is the first year in which students from Fyzabad have appeared on the B side. In the Meerut College the results were fairly good, eight having passed out of 23. This is the first year in which candidates have appeared from the newly opened college at Meerut. It would have been more encouraging to Mr. Bonnaud, the Principal, if his first year had been more successful, and he in fact deserved a better result for the pains that he had taken. Of the 23 candidates presented, 13 appeared on the A side, with the result that 4 passed; while on the B side 10 appeared, of whom four also passed. No reports have been received from any of the other smaller colleges.

48. It may be of some interest before closing the subject of college examinations to show how many students have, since the re-opening in July last, taken up the A and B courses respectively. It will be seen from the table given below that in the three colleges first named—Muir Central, Queen's, and Canning Colleges,—the number of students on either side has now become very nearly equal in the first and second years, though a good deal of inequality still exists in the third and fourth years:—

Colleges.		First year. class.	Second year class.	Third year class.	Fourth year class.
Muir Central, Allahabad	A Course ...	42	61	30	39
	B „ ...	40	39	12	17
Queen's College, Benares	A Course ...	36	44	10	20
	B „ ...	31	59	7	14
Canning College, Lucknow	A Course ...	16	34	19	38
	B „ ...	19	30	11	6
Muhammadan Anglo-Oriental, Aligarh ...	A Cuorse ...	45	59	31	25 »
	B „ ...	...	...	...	2
Agra	A Course ...	30	69	23	40
	B „ ...	4	38	7	11
Bareilly	A Course ...	13	39	7	16
	B „ ...	8	12	2	4
Fyzabad	A Course ...	1	8	...	...
	B „ ...	5	4	...	...
Meerut	A Course ...	4	7	5	...
	B „ ...	9	11	2	...
St. John's, Agra	A Course ...	8	18	2	11
	B „ ...	11	12	2	3
Christian, Lucknow	A Course ...	5	4	...	4
	B „ ...	1	1	1	...
Christ Church College, Cawnpore ...	A Course ...	10	7	...	...
	B „ ...	2	...	...	...
Ramsay College, Almora	A Course ...	5	3	...	...
	B „ ...	2	1	...	...
Total ...	A Course ...	215	353	127	196
	B „ ...	132	207	44	57

College Boarding Houses.

49. *Muir Central College.*—"During the year under report the new Muhammadan boarding-house was opened, and it at present harbours six inmates. This institution will no doubt prove a great boon to Muhammadan students; but as it is restricted to this special class—which at present constitutes only 15 per cent. of the total of students—it, of course, fails to supply the urgent want so often dwelt on in previous annual reports of a suitable general boarding-house for the Muir Central College. Compared to other colleges, we are in this point at a great disadvantage." (Extract from Dr. Thibaut's report.) The two old bungalows which are at present used as boarding-houses cannot accommodate more than 49 inmates; and owing to the plan of their construction, they are not at all fitted for their present use. Applications for accommodation have constantly to be rejected, and outside students are thereby prevented from joining the college.

Queen's College, Benares.—The boarding-house attached to the Queen's College contained 101 inmates at the close of the past year, of whom 33 were in the Arts and Law departments of the College, five in the Sanskrit department, and the remainder in the School department. All castes and classes are received in this boarding-house. There were 32 Brahmans, 28 Kshatris, 13 Bhuinhars, 20 Kayasth, 3 Muhammadans, 2 Banias, and 3 others. Last year water-pipes were laid on from the Benares water-works, and a hydrant placed in the boarding-house; but there is still much need of a new cooking-shed for the use of the Hindu boarders, and the boundary walls of the boarding-house still need to be raised. The health of the inmates has been good.

Canning College.—"The boarding-house has as many residents as it could conveniently accommodate. There was very little sickness among them. The sanitation of the building and out-houses was carefully inspected and reported on by Dr. Ram Lal Chuckerbutty from time to time. Increased accommodation is urgently required on behalf of the numbers of young men from the districts with scanty means who have otherwise to find a residence in the over crowded bazars. Besides the supervision and control exercised over them in a boarding-house, which inspires confidence on the part of parents at a distance, there is the further advantage of mutual help in their studies and companionship among young men with a common interest. Several of the talúkdárs have generously supplemented our accommodation by allowing some of our students to reside in their own quarters at the Kaiser Bagh." (Extract from Principal's report.)

Agra College.—Besides the general boarding-house attached to this college, there are five separate ones established by different castes for the convenience of their own members—the Bhargavas, the Rajputs, the Vaisyas, the Jats, and the Chaube Brahmans. The Vaisya house was completed during the past year. The Brahman house has been opened by the liberality and energy of Raja Jai Kishen Das, C.S.I. The total boarding-house accommodation now stands as follows :—

General boarding-house	...	...	...	...	...	...	125
Bhargava house	...	...	...	...	...	...	40
Rajput house	...	...	...	...	...	...	75
Vaisya house	...	...	...	...	...	...	40
Jat house	...	...	...	...	...	...	20
Brahman house	...	...	...	...	...	...	40
						Total	... 340

Bareilly College.—"We have," as the Principal writes "42 boarders—38 Hindus, and 4 Muhammadans. It is much to be regretted that the number of boarders is still so small, as it is among boarders chiefly that that *esprit de corps* can be excited and cultivated which is so potent a factor in developing the popularity and efficiency of such an institution as ours. The completion of the Rampur boarding-house has enabled me to initiate this session a plan which I have long wished to carry out, but which has hitherto been impracticable owing to lack of accommodation; that is, the provision of separate quarters for those of our students who come from the hills. The arrangement seemed to be liked by our hill boys, and was conducive to the comfort of all our students.

Aligarh College.—This institution has one of the most handsome boarding-houses in the province. But as no report has been received from the Principal up to date, I am unable to offer or quote any remarks upon it.

Rules for admission to Colleges.

50. In the report for 1892-93 I alluded to the fact that in the year named rules had been framed by which the right of precedence for admission to the first or second year class might be defined. The original draft of these rules was prepared by the late Director of Public Instruction, in consultation with the Principals of the Lucknow and Aligarh Colleges, who met him at Naini Tal in June 1891. The draft underwent some changes in the course of the correspondence that followed in 1892 between the Government and myself after I had taken over charge of the Directorship. The code in its final form was accepted by all the Principals then in office. No reports as to the working of these rules have been received from any colleges except those at Benares and Allahabad.

51. At the Benares College the rules appear to have worked smoothly, although the Principal (Mr. Wright) has proposed some slight amendments. For the Muir College they do not appear to be suitable, as may be seen from the able report sent in by Dr. Thibaût, which I herewith quote *in extenso* :—

"The chief rule on which all other rules depend is rule 4, according to which the number of students in the Intermediate classes or sections of classes is not to exceed sixty. Now there is, I think, no sufficient reason for limiting the number in the said classes to just sixty. The number is much too high if it is meant to secure individual attention being given to each student: in that case a class should certainly not exceed thirty. If, on the other hand, a class is to be merely lectured to (with perhaps the addition of question papers being set from time to time), there is no reason why the class should not contain more then sixty students; in fact as many as the lecture room may hold and as are able to hear what the Professor says.

"Then there is the sub-division of classes into sections. It might be said that more than sixty students may be admitted to a class if the circumstances allow of a sub-division into sections. But the fact is that those circumstances are an exceedingly variable element. In the first place, the strength of the staff has to be taken into account, and on that point there are continual changes owing to absence of Professors on leave, or owing to sickness or transfers. Last year we were for months without an Assistant Professor of Mathematics, and owing to this the section arrangement in Mathematics broke down. In the second place, the requirements in the different subjects vary. Logic and History may sometimes be taught to very large undivided classes, while for English and Mathematics a sub-division may be preferable. But, again, there are certain parts of English-teaching, such as the explanation of books and dictating notes on them, which can be given to very large classes without disadvantage; so that it would be a mere waste of time to take the class in two sections. All this tends to make the teaching of classes in sections something so very unsuitable and varying that it can hardly be taken into account as one of the factors regulating the number of admissions.

"Other difficulties are connected with rules 1—3. If at the beginning of a year 50 students, let us say, are promoted from the 1st year to the 2nd year class, and there are in addition 30 students who have failed in the previous intermediate examination, how is this number of 80 to be reduced to 60? The only means would be to send away 20 of the students who had failed. But this is hardly feasible. Then, as to the rules about precedence of admission to the 1st year class (rule 2), candidates who have passed in the higher divisions are to take precedence of those who have passed in the 3rd division. But the fact is that students of the latter class generally apply first, and that the Principal cannot reject their applications in the indefinite expectation of better applicants. Many students do not apply for admission before the opening of the College; many arrive and apply only some days after the opening. It does not appear advisable to send away well qualified applicants because they are a little late; nor again does it appear possible to send away students of inferior qualifications, but already admitted, when better candidates turn up later. The only rule which it is feasible to follow is not to admit ill-qualified candidates who come very late. Many students, moreover, who apply and come late can show valid reasons for not having been in better time.

"I do not under the above circumstances consider it possible for the Principal of this institution to act in strict accordance with the rules under discussion, and I doubt whether any such hard-and-fast rules will meet the requirements of our situation."

52. No such criticism has ever appeared from any of the other colleges, because in these the attendance difficulty has not yet reached an acute stage as it has done in the Muir College.

The Law Departments.

53. The annual statistics for the eight colleges to which Law departments have been attached are given below :—

Institutions.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.			
			Bachelor of Law.	High Court Vakil	Pleadership.	Total.
Muir College	138	55	11	1	...	12
Canning „	206	64	6	1	3	10
Queen's „	74	13	1	1	...	2
Aligarh Muhammadan Anglo-Oriental College ...	61	15	3	1	1	5
Agra College	80	35	11	...	1	12
Bareilly „	73	4	...	...	...	...
St. John's „	56	8	2	...	...	2
Meerut „	69	...	...	...	...	...
Total ...	757	194	34	4	5	43

Since the previous year there has been an increase of 142 in the total enrolment, and of 56 in the number of candidates for one or other of the examinations. Among those who have taken the degree of Bachelor of Law, there has been an increase of 10; a decrease of one among those who have obtained the certificate of High Court Vakíl; and a decrease of 15 in the number of passmen for the Pleadership examination. The success of the candidates has therefore by no means kept pace with the increase in the number of Law students. Commenting on the increase in the number of law students at the Benares College, the Principal remarks that "very few of the students venture to appear at the public examinations, and those who do appear are not very successful." As regards the Canning College, the Principal writes thus :—"There were 206 students in the law class at the close of the year, of whom 126 were students in Arts and 80 outsiders. The date of admission to the class was changed from the 1st January to the 1st October in order that the completion of the two years' attendance might coincide with the time in which the names are sent in for the Law examination to be held in November. The result of this was that the period of attendance of two successive years overlapped, and caused the temporary inconvenience of overwhelming numbers in the class. One of the candidates at the L.L.B. was absent out of the 11 who appeared, and six passed. One of the High Court Vakíl candidates passed in Law, but was struck off the list on account of deficiency in Urdu. One of the pleader candidates shared the same fate. The High Court examination for Vakil is exceedingly strict: only three candidates passed out of 108. Salig Ram, from our College was one of the eight who passed the L.L.B. in the 1st division."

The Oriental Departments.

54. Among the Oriental colleges or departments in this province, by far the most conspicuous place is held by the Sanskrit College, Benares. On the 31st March 1894, there were 401 students on the rolls of the Sanskrit College against 397 on the same date in the year preceding. There was no change in the College staff in the year under report. The annual examinations were conducted from 12th March 1894 on the same lines as in the previous year. The total number of examinees, including the outsiders, was 354; and the results are shown in the following table :—

Name of examination.	Number of examinees.	Number passed.	Remarks.
Prathama Pariksha	135	47	
Madhyama „ (entire)	48	30	
Ditto „ (in parts)	92	61	
Acharya „ „	79	*72	* Of the 72 successful students, two passed the entire Acharya examination in Vyakarana and two in Upadhyaya in Vyakarana from the Sanskrit College, Benares. The remaining 68 students passed in Acharya in parts.
Total ...	354	210	

55. Among the 354 named in the above table, 148 were either from other Sanskrit institutions existing in this province, or from institutions in Foreign States; and a few out of these were private candidates belonging to no institution. The names of the Sanskrit institutions or departments in this province other than the Government College, Benares, are the following :—The Sanskrit department at the Canning College, Lucknow; the Dharbhanga Patshala at Benares; the Lyall Collegiate School at Balrampur in the Gonda district, Oudh; the Sanskrit department at the High School, Mirzapur; the Ambikadatta Patshala at Muttra; the Sripradhan Sarjuparia Sanskrit Patshala, Allahabad; the Rameswar Patshala at Moradabad; the Sabha Sanskrit Vidyálaya at Etáwah; the Churivilas Patshala at Cawnpore; the Sivaraj Sanskrit Patshala at Almora; the Rameshwar Patshala at Háthras; the Sanskrit Patshala Chungi at Sháhjahánpur; the Jubilee Sanskrit Patshala at Ballia; the Vicharsabha Patshala at Etáwah; the new Sanskrit Sabha Patshala at Etáwah; the Yamunadatta Thakur Kisorriraman Patshala at Muttra; Sanskrit Patshala, Moradabad; Church Mission School, Lucknow; Sanskrit Patshala, Allahabad. This long list of names shows two things—(1) that, notwithstanding the almost universal craving for English at nearly every large town in the province, a genuine desire for the perpetuation of Sanskrit learning still survives at many important towns among the more conservative sections of the Hindu community; and this is clear from the fact that only four out of all the schools named above receive any help from public funds; (2) that the Sanskrit College, Benares, serves as a kind of provincial University for this special department of Oriental learning. The influence of the said College is felt in Foreign States also; for I find the names of three institu-

tions existing in Foreign States from which candidates were sent up, *viz.*, the Laskar College, Gwalior; the Raja's Sanskrit College, Chattrapur; and Madhava College, Ujjain. The results of the last examination, so far as they relate to provincial institutions other than the Benares College and to schools in Foreign States, are shown in the following table :—

Name of examination.	Number of examinees.	Number of passes.
Prathama Pariksha	90	28
Madhyama „ (entire) ...	6	2
Ditto „ (in parts) ...	52	30
Total ...	148	60

These results show that the institutions named were unable to send up any candidates for the Acharya or Final examination of the Benares College, but only for the Prathama or first and the Madhyama or Intermediate. They are therefore, as might be expected, far less advanced in Sanskrit learning than the Benares College.

56. Distinct from the Sanskrit College proper, there is the Anglo-Sanskrit department, which was attended by 48 students in the last annual session against 39 in the previous one. The chief aim of this department is to combine, if possible, the study of ancient Hindu philosophy with that of modern European thought, and thus form a connecting link between the Sanskrit College proper and the English College proper. To do this effectually would require men of a much wider range of culture than is needed for the purely Sanskrit College; but to get first-rate men of such attainments on such salaries as are offered is out of the question. Nevertheless the Anglo-Sanskrit department is doing its best in the direction for which it was re-established some 10 years ago. The students were examined as usual near the close of the annual session, and the results were said to be satisfactory. In the absence of Mr. Venis, who has usually been in charge of the Sanskrit College and the Anglo-Sanskrit department in addition to his duties as Professor of Philosophy in the English College, Dr. Thibaut of the Muir College, Allahabad, was kind enough to undertake the duty of Superintendent of Sanskrit studies in the year under report.

57. The Oriental department at the Canning College, Lucknow, consisted last year of three different classes—the Sanskrit class with 12 students; the first Arabic class with 12 students; and the second Arabic, in which Persian is also taught, with 17 students. These make a total of 41. Each of these classes is quite as large as can be taught by a single man. Each class is divided into groups according to the stage of advancement, and the various groups come up in succession to be taught at different times of the day. The students are prepared for the Oriental examinations held at Lahore, Benares, and Allahabad. The first is conducted by the Oriental branch of the Panjab University; the other two are departmental. I have described the Benares system already. The following table shows how many candidates were presented for each class, and how many passed :—

Sanskrit Class.	Candidates.	Passed.	I.—Arabic.	Candidates.	Passed.	II.—Arabic.	Candidates.	Passed
Panjab Visharad ...	2	1	Maulvi ...	1	...	Maulvi	4	1
„ Shastri ...	1	1	Maulvi Fazil ...	1	1	Maulvi Alim ...	1	1
Benares Prathama ...	2	...	Munshi Alim ...	1	...	Maulvi Fazil ...	2	...
„ Madhyama ...	4	4				Munshi ...	2	2

58. The Mulla examination in Arabic is held annually in the Muir Central College. The following are the results for the last two years :—

	1893		1892.	
	Candidates.	Passed.	Candidates.	Passed.
Canning College, Oriental Department ...	1	...	2	1
Government High School, Mirzapur ...	1	...	...	...
Chasmai Rahmat School, Ghazipur ...	1	...	3	2
Private candidates ...	3	3	2	2
Total ...	6	3	7	5

SECTION IV.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.

59. Schools for general education, as distinct from normal and other kinds of special schools, are sub-divided into two main classes, according as they do or do not teach English. The present section deals with schools of the former description only.

The instruction given in these is of four different grades—the high grade represented by the University Entrance and the School Final examinations; the middle grade represented by the provincial Middle English examination; the Upper Primary grade represented by the standard of class V; the Lower Primary grade represented by the standard of class VII. The last covers four tuitional years, while the other three cover two years each. Thus the entire Anglo-Vernacular course ending with the Entrance or School Final examination covers 10 tuitional years or sessions, with 10 classes or standards: Classes X—VII, Lower Primary; classes VI, V, Upper Primary; classes IV, III, Middle; Classes II, I. High. This gradation has now been in force for the last 10 or 11 years, and is followed in all the Inspection Circles of the province, and in aided and unaided schools as well as in Government ones.

There are many schools which do not teach beyond class VII, such as the branch schools attached to zila schools, and are therefore ranked and aided as Lower Primary; others teach as far class V, but not up to class III, and are therefore ranked as Upper Primary, such as the Bullock Memorial School, Najibabad, or the Kashipur Anglo-Vernacular school in the Kumaun Division. Some do not teach beyond class III, and are therefore ranked and aided as Middle Anglo-Vernacular schools. A few of the Government zila schools are also of the Middle grade. Many of the High schools do not possess a Lower Primary section (classes X—VII), but receive recruits annually from the Preparatory or branch schools just referred to.

University Entrance Examination.

60. Schools which are classed as High are in preparation (as was said) either for the Entrance examination or the School Final examination of the Allahabad University: most of them for the former only, and a few for both. Taking the Entrance examination first, I subjoin the abstract given below, in which are shown the results for the last two years as gained by State, aided, and unaided schools respectively:—

Class of school.	1894.						1893.					
	Number of candidates.	Passed in division.			Total.	Percentage of passes.	Number of candidates.	Passed in division.			Total.	Percentage of passes.
		I	II	III				I	II	III		
State ...	572	30	128	104	262	46	600	53	144	135	332	55
Aided ...	602	30	112	114	256	43	600	32	115	126	273	46
Unaided ...	30	2	2	11	15	50	62	5	9	13	27	44
Total ...	12,04	62	242	229	533	44	1,262	90	268	274	632	50

The combined or general result for the province on the whole is not so high as in the previous year either in the number of candidates or in the percentage of pass men. The number of candidates is less by 58; but this is more than balanced by the 84 students who appeared for the school Final examination, since none appeared for the School Final in 1892-93. The total percentage of pass men has fallen from 50 to 44; but this again is to some extent balanced by the 60 per cent. who passed in the School Final. On the whole, therefore, there is no appreciable difference between the results of the last two years. For the first time within my knowledge unaided schools have obtained a higher percentage of pass men than either aided or Government ones. The number of candidates, however, was very small, only 30 out of the five schools from which candidates were presented.

61. The Entrance standard has ever since the establishment of the Allahabad University consisted of four main subjects—English, Mathematics, Second Language, History, and Geography. The percentage of pass men in each of these four subjects for the last two years is shown below:—

Class of school.	1894.				1893.			
	English.	Mathematics.	Second language.	History and Geography.	English.	Mathematics.	Second language.	History and Geography.
State	69	79	89	59	72	79	94	68
Aided	65	78	87	56	65	69	89	64
Unaided	73	80	93	60	54	65	90	65

This table shows clearly enough in what subjects the failure has chiefly been. In the State and aided schools the proportions of pass men in English, Mathematics, and Second Language shows but a very slight divergence from that of previous years; but in History and Geography the State schools show a falling off of 9 per cent., and aided ones of 8 per cent. The difference is rather more marked than it might at first sight appear to be, because in the examination of 1893 also the number of failures in the same subject was a good deal above the average. The inspection report sent in by Circle Inspectors to this office disclose the fact that this subject is apt to be neglected owing to the supposed superior difficulty of the papers in English and Mathematics; and this accounts for the failure shown in the Entrance results. The remarks which I here transcribe from Mr. Crosse's report will probably apply to other circles besides his own:—

"History and Geography still remain as unpopular as ever, though I was much pleased with the ability with which boys answered difficult questions at Bahraich. On the other hand, at Rae Bareli, when I made my annual inspection, I found that scarcely any Geography had been taught, and I was informed that it had been the custom in this school to leave History and Geography as unimportant subjects till late in the year before seriously taking them in hand."

62. In the following table the Entrance results are compared circle-wise in the same form as that used in previous reports:—

Circle.	Class of school.	1894.							1893.						
		Number of schools.	Number of candidates.	Passed in Division— I	II	III	Total.	Percentage of passes.	Number of schools.	Number of candidates.	Passed in Division— I	II	III	Total.	Percentage of passes.
First.	State	8	120	8	37	23	68	57	8	102	8	18	21	47	46
	Aided	13	292	12	60	65	137	47	14	252	14	44	61	119	47
	Unaided ...	1	2	...	...	1	1	50	2	11	5	...	1	6	55
	Total ...	22	414	20	97	89	206	50	24	365	27	62	83	172	47
Second.	State	11	116	10	30	23	63	54	11	119	12	30	20	62	52
	Aided	6	86	7	22	9	38	44	6	118	5	22	24	51	43
	Unaided ...	3	11	2	2	1	5	45	2	13	...	1	3	4	31
	Total ...	20	213	19	54	33	106	50	19	250	17	53	47	117	47
Third.	State	7	208	3	35	41	79	38	7	235	17	61	59	137	58
	Aided	16	189	10	26	36	72	38	16	196	12	44	35	91	46
	Unaided ...	1	17	...	...	9	9	53	1	36	...	7	8	15	42
	Total ...	24	414	13	61	86	160	39	24	467	29	112	102	243	52
Fourth.	State	7	128	9	26	17	52	41	7	144	16	35	35	86	60
	Aided	2	35	1	4	4	9	26	2	34	1	5	6	12	35
	Unaided ...	...	...	...	...	...	...	...	1	2	...	1	1	2	100
	Total ...	9	163	10	30	21	61	37	10	180	17	41	42	100	56
	GRAND TOTAL ...	75	1,204	62	242	229	533	44	77	1,262	90	268	274	632	50

63. Regarding the schools of each circle, the following remarks are offered:—

First Circle.—"A larger number of candidates appeared this year than last both from Government and from aided schools, although one aided school has dropped out of the list. The percentage of passes is higher in the zila than in the aided schools. Of the zila schools, Saháranpur, Muzaffarnagar, and Bulandshahr have done very well indeed, all three having passed boys in the 1st division. Of the aided schools, the High School at Orai in Bundelkhand has done the best; the City High School at Jhánsi, and the Victoria High School at Agra have likewise done very well. The largest number of passes is naturally from the Collegiate school, Agra, and from the

Collegiate School, Aligarh; but the percentage of passes is comparatively small." (Extract from Inspector's report.)

Second Circle.—"The number of candidates has decreased by 3 owing to boys taking up the School Final; otherwise there would have been an increase of 7. The number of failures in English has decreased by 12, in Mathematics by 21, and in Second Language (which in almost all cases is Persian) by 8. It is due to failure in History and Geography alone that Hardoi and Rae Bareli did not get much better results than they did. On the whole the results in this circle are an improvement on last year's." (Extract from Inspector's report.)

Third Circle.—"Fatehpur is the only school that has done worse than last year, and Ballia alone of all the districts has a fair percentage of passes. The rest are all below 50 per cent. The total percentage is the worst that we have had for three years. We have the greatest number of failures in History and Geography, and the highest number of passes in the Second Language. In Mathematics all the schools have done well, especially Fatehpur. This result verifies the statement made elsewhere in my report regarding the state of the classes in Mathematics at the time of my tour." (Extract from Mr. Welby's report.)

Fourth Circle.—The results of the Entrance examination in this circle are very mixed. The zila schools at Badaun and Sháhjahánpur both did very well; and for the first time in its history, the zila school at Almora has made a good score. The other schools did either moderately or badly. In the 4th, as in the other circles, failures were most numerous in the subject of History and Geography.

64. I append, as usual, a couple of lists, the first of which shows those schools (Government, aided, or unaided) that did best, and the second those that did worst, in the last Entrance examination. The former list is as follows :—

Circle.	Name of School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
First	Orai—High School	8	2	3	2	7	88
	Muzaffarnagar—Zila High School	10	1	6	1	8	80
	Saháranpur „ „	14	2	5	4	11	79
	Meerut—Church Mission High School ...	8	1	2	3	6	75
	Bulandshahr—Zila High School	14	2	7	1	10	71
	Dehra Dún—American Presbyterian Mission School	7	...	3	2	5	71
Second	Bahraich—Zila High School	7	...	5	2	7	100
	Sitapur „ „	10	1	4	4	9	90
	Partábgarh „ „	8	...	2	5	7	88
	Sultánpur „ „	11	3	4	2	9	82
Third	Benares—Bengali Tola High School	9	1	3	5	9	100
	Basti—Church Mission Society's Station School ...	9	3	3	...	6	67
	Allahabad—Bengali Preparatory High School ...	11	...	2	5	7	64
Fourth	Budaun—Zila High School	12	3	6	...	9	75
	Sháhjahánpur „ „	9	2	3	1	6	67

The success of some of the above schools has been alluded to already. Among the schools in the 1st Circle, I examined last year the Entrance classes of the zila schools at Muzaffarnagar and Bulandshahr, and of the Church Mission High School in Meerut. In the visitor's books of all these I recorded very favorable remarks, the justice of which has, I am glad to see, been verified by the Entrance results. In the 2nd Circle I examined the same class at Bahraich and Sitapur, and was similarly pleased, the former school having been taught by Bhawani Din, and the latter by Kewal Krishna. The Sultánpur school, which has long had a good record, has for more than 20 years past been under Babu Madhu Sudan Mukerji, the accomplished Headmaster, who has made this school, though situated in a small and backward station, one of the best of the smaller zila schools in the united provinces. I regret to say that I was unable to visit any school in the 3rd Circle, as my route lay entirely through the central and western divisions. In the 4th Circle I examined the entrance class taught by

Mr. Williams, whose success for several years in succession has long been matter for favorable comment. The Budaun school has long been very successfully managed and taught by Pandit Badri Narain Misra.

65. The list given below shows those schools which did worst in the last Entrance examination :—

Schools.	Number of candidates.	Number of passes.	Percentage of passes.	Remarks.
Cawnpore—Zila School	28	8	29	
Bareilly—Collegiate School	53	14	26	
Pilibhít—Zila School	4	1	25	
Lucknow—Husainabad High School	4	1	25	
Benares—Collegiate School	58	14	24	
Cawnpore—Christ Church Collegiate School	9	2	22	
Azamgarh—Church Mission School	16	3	19	
Gházipur—Victoria High School	18	3	17	
Allahabad—Boys' High School	6	1	17	
Gházipur—Mission High School	20	3	15	
Gonda—Zila School	7	1	14	
Moradabad—Mission High School	12	...	...	
Jaunpur—Church Mission High School	6	...	...	

None of the above schools (with one exception) is mentioned in the corresponding list shown in the report of the previous year. The only one whose name has appeared twice running in the same list is the Church Mission School at Azamgarh. I find, too, in looking back to the statistics of the year 1892, that the name of this unlucky school appeared in the same list in that year also—a deplorable distinction, which its managers should hasten to remove by a careful enquiry into the cause and the speedy adoption of remedial measures. Against the poor result in the Benares Collegiate school we have to set the fact that some of the best students from the Entrance class, 19 in number, appeared for the School Final examination, of whom 53 per cent. came out successful. The total failure of two of the schools named above and the low percentages of the rest stand in remarkable contrast with the high percentages gained by the schools named in the preceding table. If such failure were general, it would imply either that the examination was above the capacities of students, or that it had been very badly carried out. But neither inference can be drawn when we see that schools named in the other list have done so extremely well.

66. *Collegiate and large zila schools.*—It is hardly fair to compare the results in the collegiate and large zila schools, where the Entrance class has sometimes to be split up into sections, and where in any case it is impossible for the teacher to give much separate attention to each individual student, with the results in smaller schools, where the Headmaster can have every student completely under his eye, can carefully correct every translation exercise that is done in the class, and can even give private assistance, if he is so minded, out of school hours. In the Agra Collegiate school last year the number of candidates was 93, of whom 34 passed, making a percentage of 37, on which the Principal Mr. Thomson, makes the following comment :—"The results of the Entrance examination have never been very good, but the changes made in the staff during the year under review will no doubt lead to some improvement. At the same time it must not be forgotten that the examination of the Allahabad University, so far as English goes, are now more searching than those of any other Indian University. This is not to be regretted, for though there will be disappointments at first, the ultimate effect will be good." In the Aligarh Collegiate school the number of candidates was 54, of whom 23 passed, making a percentage of 43. In the Jubilee High School, Lucknow, the number of candidates was 38, of whom 18 passed, making a percentage of 47. In the Zila School, Allahabad, the number of candidates was 64, of whom 31 passed, making a percentage of 48. These four schools, with the doubtful exception of Agra, may all be said to have done very fairly. The two last named have gained something more than the average percentage of the year. The same two schools have also scored a good result in the School Final examination, to which allusion will be made presently; whereas the other two collegiate schools named in this paragraph have had no students in preparation for the examination last named. For these very satisfactory results the department is indebted (1)

to Mr. Mutti, who for the last four years has been Headmaster of the Jubilee High School, Lucknow, but has lately been transferred on well-earned promotion to the Headmastership of Fyzabad and (2) to Mr. Dukoff Gordon, the well-known and experienced Headmaster of the Government High School at Allahabad.

67. The two other large schools of the province are the Collegiate schools at Bareilly and Benares respectively. Both, I regret to say, appear in the list (given above) of schools which did worst in the last University Entrance, although both made a respectable show in the School Final.

The Bareilly Collegiate school sent up 53 candidates for the University Entrance, of whom only 14 passed, making a percentage of 26. Among these 53 students, no less than 23 failed in Mathematics only, and no less than 35 in History and Geography, both of which subjects were taught exclusively by the second master.

The Benares Collegiate school sent up 58 candidates, of whom only 14 passed, making a percentage of 24. This large class was sub-divided into two sections—section A, taught by the Headmaster Mr. Bacon, and section B, taught by a native assistant. In section A 40 per cent. passed, which, added to the ten other students of the same class who took up the School Final, makes a very fair result. In section B something less than 16 per cent. passed. It is due to the native teacher, who was in charge of section B, that he also taught the History course in section A, which came out well, and that the pick of the students were placed in section A, where they were taught in conjunction with those who were in preparation for the School Final. He had therefore an inferior set of students to teach in the section that was allotted to him.

The School Final Examination.

68. I come now to the School Final Examination, to which allusion has been already made more than once. This is the first year in which it has been possible to show any actual results in an annual report, for it did not come into force before July 1892.

Like the ordinary Entrance examination, it covers a period of two years, and is not commenced by any students till after they have passed the Middle English. The School Final Examination was intended to serve two purposes—(1) to meet the needs of those students who desire to qualify for some industrial pursuit without carrying their general education any further—a purpose for which the ordinary Entrance examination was considered to be less suitable (2) to meet the needs of those students who desire to take up the B or Science course in the Intermediate or B. A. examination of the University.

69. The standard of the School Final, as compared with that of the Entrance, presents some points in common and some of divergence. In English, Mathematics, History, and Geography the courses are uniform, except that an oral test, which is not required for the Entrance, is added in English. Candidates for the School Final must also pass in the Vernacular, which in the case of Urdu consists of translation from English to Vernacular, transcription from unseen Shikasta of moderate difficulty to Nastálik, and the composition of an original letter in the proper forms of courtesy and address. No such test is required for the Entrance examination. In lieu of the classical language, the alternative subjects offered to the students are Science, Drawing, Book-Keeping by Single and Double Entry, Agriculture with Surveying, and Political Economy. A candidate may take two of these if he can, but one at least is indispensable; and if he fails in this, he is plucked as if he had failed in all. The standard thus fixed by the University Syndicate, and adopted by the Senate in January 1893, has preserved the main points of the original draft proposed by the late Technical Education Committee. In Science, it requires both Chemistry and Physics, whereas the original draft proposed only one of these. In Urdu it has struck off the difficult item by which candidates would have been required to write a précis of Urdu official papers, and to draft official proceedings—an art which could not have been taught in school or anywhere but in the Vernacular branch of some public office. In any case, it may be said that the scheme which is now in force has been found to be a workable one, and I am confirmed in this opinion by the fact that several schools in the Central Provinces have applied to be recognised by the University as schools competent to prepare students for this examination. If it should be found necessary to make some revision hereafter as fresh experience is gained, it was at least wiser to commence on a plan which could be worked than to impose at the outset a scheme of prohibitive difficulty. On this principle the candidates of the first two years were on account of the shortness of time and the absence of earlier preparation excused the paper in Vernacular, but for future years no such exemption has been or will be granted.

70. The results of the first public examination in the School Final course are shown below schoolwise. Since every school which sent up candidates for the School Final sent up a good many more at the same time for the ordinary Entrance, I have thought it better to put the results of the two examinations side by side, as this will show

better what each school has really done during the past year in working for both, and what numerical proportion the candidates for the one examination bear to those for the other :—

Name of School.	School Final Examination.						Entrance Examination.					
	Number of candidates.	Passed in Division.				Percentage of passes.	Number of candidates.	Passed in Division				Percentage of passes.
		I	II	III	Total.			I	II	III	Total.	
Government Schools.												
Zila School, Allahabad.	12	2	3	...	5	42	64	1	17	13	31	48
Collegiate School, Benares.	19	...	6	4	10	53	58	...	4	10	14	24
Collegiate school, Bareilly.	12	3	4	1	8	67	53	2	6	6	14	26
Collegiate School, Fyzabad.	10	...	5	1	6	60	13	...	...	4	4	31
Total ...	53	5	18	6	29	55	188	3	27	33	63	34
Aided Schools.												
Collegiate School, Meerut.	5	...	...	2	2	40	32	1	3	12	16	50
Jubilee High School, Lucknow.	18	3	8	2	13	72	38	3	10	5	18	47
Total ...	23	3	8	4	15	65	70	4	13	17	34	49
Unaided School.												
Kayasth Patshala, Allahabad.	8	...	5	1	6	75	17	...	...	9	9	53
GRAND TOTAL ...	84	8	31	11	50	60	275	7	40	59	106	39

The school which comes out best in the School Final, considering the number of passes as well as the number of candidates and the number who came out in the 1st division, is the Jubilee High School, Lucknow; and this has not prevented it from taking the second best place in the Entrance examination also. In fact, of all the *large* schools in the province, the Jubilee High School, Lucknow, has decidedly taken the lead. This is much to the credit of Mr. Mutti and his staff. The success of the Jubilee High School should be a source of satisfaction to the Principal of the Canning College, who rightly regards this school as the intended successor to the late Canning Collegiate school which was abolished some eight years ago for the sake of strengthening the College staff. The Bareilly and Benares Schools have both gained high percentages of passes in the School Final and in the case of Benares, the number of candidates was large. The least satisfactory result is that at Meerut, where the percentage of passes and the number of candidates were both smaller than elsewhere. The unaided school at Allahabad, known as the Kayasth Patshala, has done very creditably in both examinations. In the School Final, out of eight candidates, it has passed six, and five of these in the 2nd division. This is creditable to the Headmaster, Babu Oudh Bihari Lal.

71. I trust that the above results will not be deemed unsatisfactory considering the circumstances under which the new classes were formed in July 1892. On 19 days' notice Science teachers were appointed to the selected schools, and apparatus was either provided or ordered. The classes too were formed out of students whose minds were in a state of suspense: for they were aware that the Science course, for which they had undertaken to work, still required the sanction of the University Syndicate and Senate, and that these could not be procured before January 1893, the students being left in doubt in the meantime as to whether the University would or would not sanction the scheme for which they were in preparation. Again, there was the practical difficulty of inducing them to give up Persian—the subject in which for a great many years past the fewest failures had occurred, and to incur in its place the risk of failure in subjects that had hitherto not been tried, *viz.*, an oral test in English as well as a written examination in Science. It is well known how very eager students are to gain a certificate of passing; and hence it needed no little persuasion to induce as many as 76 boys at the six selected schools to run the risk of taking such a step in the dark.

72. The percentage of passes in the School Final was a good deal higher than that in the Entrance, notwithstanding the greater difficulty of the course. In the former it was 60, while in the latter it was 39 for students in the same schools, and 44 for the entire province. Since most of the subjects in the two examinations are identical, while the alternative course in Science is more difficult than Persian, it is evident that the students who took up the School Final were of a cleverer stamp than those who in the same school took up the ordinary Entrance. If the number of School Final candidates increases (which seems not at all unlikely), it may be possible to sub-divide class I in such a way that the Entrance candidates will be in one section and the School Final candidates in the other. This remark, however, applies only to those large collegiate or zila schools in which the number of students is so great that a sub-division into two separate sections or sub-classes is indispensable.

73. The failures in the School Final examination are shown in the following table :—

Class of school.	Number failed in.				
	English on paper.	Oral test in English.	History and Geography.	Mathematics.	Science.
State	15	1	8	14	14
Aided	4	3	7	2	6
Unaided	...	...	2	1	2
Total ...	19	4	17	17	22

The Middle English Examination.

74. From the results of the Entrance and School Final examinations, I pass to those of the Middle English, by which the students of class III at High and Middle schools are publicly tested through questions set by an examining board near the close of each educational year. The following table shows last year's results, not only for each class of school, but for each tuitional division and for each inspection circle :—

Circle.	Class of school.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
			I	II	III		
First ...	State	232	23	88	26	137	59
	Aided	484	13	153	71	237	49
	Unaided	19	...	5	2	7	37
	Total ...	735	36	246	99	381	52
Second ...	State	303	8	101	38	147	49
	Aided	168	1	60	22	83	49
	Unaided	67	...	7	5	12	18
	Total ...	538	9	168	65	242	45
Third ...	State	314	7	94	46	147	47
	Aided	455	8	144	57	209	46
	Unaided	72	...	22	12	34	47
	Total ...	841	15	260	115	390	46
Fourth ...	State	222	7	112	27	146	66
	Aided	170	6	69	26	101	59
	Unaided	8	...	2	...	2	25
	Total ...	400	13	183	53	249	62
Total ...	State	1,071	45	395	137	577	54
	Aided	1,277	28	426	176	630	49
	Unaided	166	...	36	19	55	33
	Total ...	2,514	73	857	332	1,262	50
	Private candidates ...	631	...	40	36	76	12
	GRAND TOTAL ...	3,145	73	897	368	1,338	43

75. This is the fourth occasion on which candidates have been examined by the new method which was planned and put into orders in 1889 by the late Director of Public Instruction, and first took effect in 1891. The change of method consisted

in the fact that, whereas formerly candidates were examined in special subjects (Mathematics, History, and Geography) through the medium of the Vernacular language, they were thenceforth to be examined in the said subjects through the medium of English. Time has fully justified the wisdom of this change. In 1891 the number of candidates was 2,431, and the percentage of passes 27. In 1892 the corresponding figures were 2,881 and 35. In 1893 the figures were 3,013 and 42. In 1894 the figures were 31,45 and 43. Thus for four years running there has been an unbroken rise both in the number of candidates examined and in the proportional number of pass men; and it is certain that students after passing this standard are much better equipped than they were under the former system, either for taking up some kind of business or work that requires an accurate knowledge of vernacular combined with a moderate knowledge of English, or for commencing to prepare for some higher examination at school. The popularity of the examination in its present form is attested by the fact (1) that within our own province the number of candidates has in the space of four years risen by more than 700; (2) that schools outside the province, in Rajputana and Central India, are more and more inclined to get their own students admitted to the same examination with ours.

If private candidates were excluded the percentage of pass men would be a good deal higher than 43, *viz.*, 52 in the 1st circle, 45 in the 2nd, 46 in the 3rd, and 62 in the 4th, making an average of 50 per cent. for the whole province, including all Government, aided, and "recognised" unaided schools.

76. The requirements of the examination last year were the same as those of the year previous, except that students were allowed the option of taking up drawing (regarding which I shall give a detailed report hereafter) as an alternative to some classical language. The following table shows for the last two years the percentage of success in each subject:—

Class of school.	1894.				1893.			
	English.	Mathematics.	Second Language or Drawing.	History, Geograpy, and Sanitation.	English.	Mathematics.	Second Language.	History, Geograpy, and Sanitation.
State Schools ...	62	73	76	69	58	78	80	67
Aided „ ...	59	70	73	62	50	69	69	54
Unaided „ ...	42	56	60	44	48	58	56	47
Private candidates ...	21	38	42	23	21	33	43	24

The variations are so slight as to call for no comment. In both years the percentage of success is satisfactory in all the subjects, though higher in Mathematics and the Second Language than in the other two.

Looking to the total result in the North-Western Provinces and Oudh and comparing it with that of the previous year, we find that the percentage of passes in Government schools has remained the same, *viz.*, 54; that in aided schools it has risen from 45 to 49; that in private schools it has fallen from 44 to 33; and that among private candidates it has declined from 15 to 12.

77. I subjoin, as usual, a table showing the names of those schools which came out best in the last examination:—

No.	Name of school.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I	II	III		
	Government.						
1	Pilibhít Zila School	12	...	9	2	11	92
2	Etah „	9	...	7	1	8	89
3	Etáwah „	27	1	17	5	23	85
4	Budaun „	27	...	19	4	23	85
5	Bánda „	13	2	6	3	11	85
6	Bijnor „	18	3	10	2	15	83
7	Mainpuri „	15	2	8	2	12	80
8	Gonda „	13	2	8	...	10	77
9	Farukhabad „	21	11	4	1	16	76
10	Moradabad „	41	1	24	6	31	76
	Total ...	196	22	112	26	160	82

No.	Name of school.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I	II	III		
	Aided.						
11	Cawnpore—Gurnarain's Khatri School	9	...	7	2	9	100
12	Mainpuri—Mission High School	8	...	6	2	8	100
13	Sháhjahánpur—Mission School	9	1	6	1	8	89
14	Roorkee—Orman Middle School	9	1	6	1	8	89
15	Bareilly, Western English Memorial School ...	23	3	13	4	20	87
16	Deoria—Subscription School (Gorakhpur) ...	6	...	3	2	5	83
17	Orai—High School	11	4	5	...	9	82
18	Gorakhpur—Church Mission High School ...	16	2	10	1	13	81
19	Khurja—Victoria Jubilee School (Bulandshahr) ...	5	...	3	1	4	80
20	Benares—Bengali Tola Preparatory School ...	23	2	15	1	18	78
21	Agra—Victoria High School	24	...	13	5	18	75
22	Fatehgarh—Mission School (Farukhabad) ...	16	1	7	4	12	75
23	Gyanpur—Anglo-Vernacular Subscription School (Mirzapur).	8	...	4	2	6	75
	Total ...	167	14	98	26	138	83
	Unaided						
	Nil.			*Nil.*			

There is only one school in the above list the name of which also appeared in the list of schools that distinguished themselves in the last Entrance examination, *viz.*, the Budaun zila school, which in the year under report passed 75 per cent. in the Entrance examination and 85 per cent. in the Middle English—an accomplishment which speaks highly for the work done by the Headmaster (Pandit Badri Narain Misra) and some members of his staff. The aided schools have gained a slightly higher percentage of success than Government ones; but the number of candidates who passed in the 1st and 2nd divisions was proportionately a good deal smaller. The Moradabad zila school (which during the year under report came under the very efficient Headmastership of Babu Ishan Chandra Banerji) did exceptionally well, considering that 41 candidates appeared for the examination, and that all, except 10, came out successful. None of the collegiate or large zila schools, except Moradabad, appear in the distinguished list. Three of these had an unfavourable result, while the rest made up a percentage never below, and sometimes above, the general average for the province. From the Agra Collegiate school only 28 passed out of 96. From the Benares Collegiate school only 31 out of 83, although this was a decided improvement on the result of the previous year. From the Allahabad zila school 29 passed out of 71, which gives a percentage not quite so good as the average for the province. On the other hand, from the Fyzabad Collegiate school 21 passed out of 48. From the Jubilee High School, Lucknow, 26 passed out of 58. From the Queen's Anglo-Sanskrit School, Lucknow, 24 passed out of 40. From the Cawnpore zila school 36 passed out of 50. From the Bareilly Collegiate

school 41 passed out of 80. In the five schools last named the results are all creditable when due allowance is made for the difficulty of teaching large classes or for the risk of splitting up a large class into sections.

78. In the subjoined list I give the names of those schools, Government, aided, or unaided, which came out worst in the last examination :—

Serial No.	School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I	II	III		
	GOVERNMENT.						
	Nil.						
	AIDED.						
1	Baptist Mission Middle School, Agra ...	9	...	...	1	1	11
2	Deva Nagri Middle School, Meerut ...	9	...	...	...	...	...
3	Anglo-Vernacular Middle School, Meerut Cantonment.	21	...	3	2	5	24
4	Municipal Middle School, Kándhla	10	...	1	1	2	20
5	Municipal Middle School, Kairana ...	2	...	...	...	...	...
6	Municipal Middle School, Kálpi ...	8	...	1	1	2	25
7	Christian Collegiate School, Lucknow ...	16	1	2	1	4	25
8	Kakori Middle Anglo-Vernacular School, Lucknow.	4	...	...	1	1	25
9	Mission Middle School, Khairabad ...	8	...	...	2	2	25
10	Middle Anglo-Vernacular School, Sandila (Hardoi).	4	...	...	...	...	...
11	Rafai-am School, Karra, Allahabad ...	8	...	2	...	2	25
12	Harish Chandra Chauk School, Benares ...	19	...	3	...	3	16
13	Chasmai Rahmat School, Gházipur ...	20	...	...	3	3	15
14	A. M. Central School, Cawnpore ...	17	...	2	1	3	18
15	Bullock M. E. School, Najibabad, Bijnor ...	4	...	...	1	1	25
16	Mission School, Bareilly	4	...	1	...	1	25
17	Mission School, Naini Tal	16	...	1	3	4	25
	Total ...	179	1	16	17	34	19
	UNAIDED.						
18	Church Mission School, Ghaziabad ...	9	...	1	1	2	22
19	Madrasa Alia Islamia, Lucknow ...	23	...	2	...	2	9
20	Forbes' School, Fyzabad	18	...	...	...	...	...
21	Town Middle School, Ballia	20	...	...	1	1	5
22	Hanuman Seminary, Benares	9	...	1	...	1	11
	Total ...	79	...	4	2	6	8

No Government school appears in the above list. The newest and one of the smallest of the Government Middle Anglo-Vernacular schools, *viz.*, that at Bilgram in the Hardoi district, Oudh, made a very good score, having sent up eight candidates and passed five. Among the aided schools the great majority are of the Middle grade, that is, the Middle English examination is the highest standard to which they teach : it is surprising, therefore, that so many of them have produced such a poor result. The very high percentage obtained by no less than 13 aided schools (the names of which are given in the preceding paragraph) shows that aided institutions are quite as able to prepare for this examination as Government ones are.

79. One of the saddest reflections in regard to these examinations is the attempts made year after year to cheat the examiners, and pass by unfair means. The wiles of examinees are endless. A bad case of fraud occurred in the last examination. A certain dull boy, who had no chance of passing by his own merits, contrived to get the cover to

his answer-book transferred to five other answer-books, and *vice versâ*, thereby getting the credit of answers that were not written by himself. The fraud was discovered by Dr. Thibaut, the Registrar, in consequence of his having re-examined a well worded petition from a plucked candidate requesting that favour. By comparing the hand-writings, all the answer books to which a wrong cover had been transferred were identified. The results of the examination were changed so far that one candidate, who in consequence of the trick played on his answer-book had failed, was now found to have passed in the 1st division; another candidate was raised from the 2nd to the 1st division; and the other three candidates remained as they were, having either passed in spite of the exchange of their books, or having failed independently of the exchange. The culprit by whom or for whom the covers were changed, instead of being passed, as he was thought to have done at first, was now plucked. Even the thread used in this disgraceful proceeding was not of the same kind as that used in stitching up the pages of the original answer-book. At the time of writing the matter is still under investigation.

It is quite possible that similar or other kinds of fraud may have been practised in the past and previous examinations. There is in force at present an elaborate set of rules which are intended to preclude dishonest practices as far as possible. Some of these may have to be modified and new ones added.

But no set of rules, however ingeniously framed, will secure the end aimed at if a student can find any one in the examination hall willing to help him in carrying out some cunningly devised fraud.

80. *Usefulness and fitness of the Middle standard.*—At the close of almost every public examination attacks appear in the newspapers written by some persons who have been disappointed with the result.

If the pupils fail, it is either the standard or the examiners that are at fault, not the teaching or the examinees. In the year under report a letter of this kind signed by some one who called himself "Pedagogue" appeared in the *Pioneer* soon after the results of the last Middle examination were published. As the suitability or otherwise of this examination is a question of public interest, I propose alluding briefly to each point in this attack:—

(*a*) He begins by saying "the happy individual who rejoices in the possession of a Middle class certificate is supposed to possess the minimum qualification to render him eligible for Government service."

This is inaccurate. The Middle certificate is not the minimum fixed by the last orders of Government as a qualification for the higher appointments in the Revenue Department. It is not recognised as a qualification for employment in the judicial line. In the Public Works it does not qualify for anything above admission to the lower subordinate class at the Roorkee College. It is not accepted by the Education Department as a qualification for any but the lowest grades of teachership. It is seldom or never accepted even as a qualification for the post of copyist in an important public office. It is well-known that the Middle class certificate has long since reached its natural level in the general labour market; and that in these days no one who has not gained a higher kind of certificate is likely to rise unless he shows ability of a very exceptional order, in which case promotion ought not to be denied him.

(*b*) He next alludes to "the folly of the innovation by which a candidate is now examined in only the 1st book of Euclid, whereas he was formerly expected to know two books; and consequently he has now to get through three books (the 2nd, 3rd, and 4th) for Matriculation, instead of only the 3rd and 4th as formerly."

My reply is that the authors of the alleged "folly" were the Circle Inspectors of Schools who six years ago were called together by the late Director of Public Instruction for revising the details of the Middle English examination; that the Circle Inspectors in doing this were assisted by the proceedings of a committee of Headmasters who had previously been called together for a similar purpose; that it is much more difficult, as a "Pedagogue" ought to have known, to master the first book of Euclid than the three that follow it; and that this difficulty is increased by the fact that a boy when he studies for the Middle English is two years younger than when he studies for Matriculation.

(*c*) He next alludes to "the folly by which Algebra has been eliminated from the course, so that the entire course of Algebra has now to be prepared for matriculation, whereas formerly a good portion of the work was done in the middle class."

To this I reply that the alleged folly was perpetrated by the same experts as the previous one; that the elimination of Algebra was to a large extent balanced by a simultaneous raising of the course in Arithmetic; that a complete knowledge of Arithmetic is the best possible preparation for the study of Algebra; and that as many boys never go beyond the middle stage and many schools do not teach beyond

it, a smattering of Algebra is useless for business purposes, whereas a complete knowledge of Arithmetic is invaluable.

(*d*) He finally alleges that "the Middle examination is almost useless," and might be abolished altogether.

My reply is that it is very useful as a stepping-stone to matriculation; that it is necessary as a means for awarding the Government scholarships which would otherwise have to be abolished; that no province in India has dispensed with a Middle examination; and that it is useful as a test for employment in the *lower* branches of Government or other service.

81. A few days afterwards another writer, who signed himself "Another Ditto," caused a letter to be published, in which he declared that "those who were known in the class to be nothing but gowks throughout the year secured a second class, while boys who had acquitted themselves creditably to our *certain knowledge* were altogether missing in the list." Thereupon the Registrar of the Examination addressed a letter to the same newspaper calling upon the anonymous writer "to communicate to him without delay the names and roll-numbers of all those candidates whom he had in view in making the above remarks." He answered the letter privately, not in the newspaper. As regards his own school (and it was only about this school that he was authorized to speak), he could name only *two* candidates, one of whom he thought should have passed, while the other should have failed. The papers of both these candidates were then re-examined by a very competent judge as well as by the Registrar himself, and the result was that they found them to have been justly valued by the examiners. So the whole complaint was groundless, and the author of it was invited to visit the Registrar's office and re-examine the papers himself if he was still dissatisfied. This is a very good example of the groundless, but always anonymous and cowardly, attacks to which the Educational Department is exposed by disappointed Headmasters after all the care that is given to have the examination fairly carried out.

82. From such attacks it is refreshing to turn to the valuable testimony given by Dr. Thibaut, the Registrar, to the honesty of examiners:—

"As this is the last time that I have managed the Middle English examination, I wish to put it on record that during all the years in which I have acted as President or Registrar of the examination I have never had occasion to find serious fault with the work of any examiners. When papers were re-examined by me—and for some reason or other this had to be done every year—I had indeed occasionally to disagree with an examiner as to a mark or two, but in no case saw myself obliged to object to his work as a whole. Unsuccessful candidates are, of course, in the habit of bringing charges against examiners, and it is regrettable that not unfrequently teachers, disappointed by the results achieved by their schools, or else desirous of throwing discredit on an examination, which for some reason or other is inconvenient to them, join in these attacks and give publicity to them in the daily papers. But the fact is that, so far as the valuing of answer-papers is concerned, the work of the Middle English examination has hitherto been well done, and will continue to be so done in future, if proper care is taken to select as examiners men duly qualified and of tested trustworthiness."

Alternative Courses: Science, Drawing, &c.

83. The scheme of the Middle English examination was from 1st July 1893 and (so far as drawing is concerned, from 1st July 1892 revised in such a way that students who desired to prepare eventually for the School Final in preference to the Entrance might have some previous grounding in the corresponding studies. At the same time it was considered advisable that *all* students up to the Middle standard, whatever might be the alternative course or courses selected by individuals, should pass an examination in Urdu or Hindi similar in character to that required for the School Final. The scheme as it now stands, therefore, differs from the scheme that was organized in 1889 in the following points:—

(*a*) Students who select the B or School Final side have the option of taking up an easy Science course in lieu of History, Geography, and Sanitation.

(*b*) Students on the B side may choose between Drawing and Book-keeping as an alternative to a Classical Language—Persian, Arabic, or Sanskrit.

(*c*) Urdu or Hindi has been made compulsory on all students alike, whether they take the B side or the A—a valuable addition to the course, since all special subjects are still studied in English, as in the scheme of 1889, and there was reason to fear that the Vernacular would be insufficiently taught unless special papers were prescribed for it as they are for the English language.

84. *The Drawing classes.*—Among the above changes, the only one that could take effect in the Middle English examination held in 1894 was that connected with drawing. The others will begin to take effect in the examination for 1895. The

following table shows the extent to which drawing was taken up as an alternative subject in April 1894 :—

Class of school.	English.		Mathematics.		History, Geography, and Sanitation.		Alternative courses.			
							Classical Language.		Drawing.	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
State	1,071	667	1,071	787	1,071	743	1,058	804	12	11
Aided	1,277	755	1,277	898	1,277	795	1,262	916	15	13
Unaided	166	69	166	93	166	73	166	99	...	...
Private candidates	631	133	631	239	631	142	631	264	...	...

85. The drawing classes at Government and aided schools have ever since October 1892 been under the supervision and management of Mr. M. Crosse, Inspector of Schools for Oudh.

On the 1st July drawing classes were opened at five different schools, *viz.*, the zila schools at Allahabad, Fyzabad, and Bareilly, and the two chief aided schools at Lucknow and Meerut respectively. Since July 1893 a drawing teacher has been appointed to six more schools, *viz.*, the Collegiate School, Benares; the zila schools at Moradabad and Cawnpore; the aided school at Jhánsi and the Church Mission Aided School, Lucknow; and the unaided school at Allahabad, known as the Kayasth Patshala. There are thus altogether 11 schools in the province in which drawing was being taught up to the close of the year under report. Mr. Crosse visited all these 11 schools twice, with the exception of the Kayasth Patshala, which he has not been asked to see :—

"Though the progress in all the new schools was slow," as he writes in his report, "I was on the whole fairly satisfied with the work I saw, with the exception of that at the Jhánsi school, which has, however, in a most unexpected manner done exceedingly well in the departmental examination, passing cent. per cent. of the candidates who appeared."

86. In the Middle English examination of April 1894, the only schools which could send up candidates in drawing were the five to which drawing teachers were appointed in July 1892. Even these five schools did so under a great disadvantage, for the drawing course is intended to extend over four years, whereas the students at these schools had to qualify themselves for the examination in two. From these five schools the names of 27 candidates were sent up, of whom one was absent on the day of the examination and 24 passed, 33 per cent. being the minimum number of marks allowed for passing. The accompanying table gives the details regarding each branch of drawing :—

Name of centre.	Number of candidates.	Number who appeared.	Number who passed in Freehand from the flat.	Number who passed in Model drawing.	Number who passed in Geometrical drawing.	Total pass.
Meerut	4	3	1	...	3	2
Lucknow (Jubilee School) ...	11	11	9	10	11	11
Fyzabad	2	2	2	1	2	2
Allahabad	5	5	3	...	5	4
Bareilly	5	5	1	...	5	5
Total ...	27	26	16	11	26	24

Commenting on the above results, the Inspector writes as follows :—

"The *Geometrical* drawing was exceedingly good, being characterized by great neatness and accuracy; and it was mainly owing to their knowledge of this branch that so many candidates passed in the aggregate. In this branch 24 passed out of 26.

"The *Free-hand* drawing from the flat showed a decided falling off in style and finish.

"I have no doubt that this was due to the fact that students, having finished the prescribed course, neglected to keep it up by home work. In this branch 16 passed out of 26.

"The *Model* drawing showed that either there was a lack of intelligent teaching or that the boys were not able to grasp the principles of the subject; for in three out of the five schools no student gained the required pass marks. Only 11 in all passed out of 26, and 10 of these came from the Jubilee High School, Lucknow, which passed 10 out of 11—a very good result."

In this matter, as in others on which I have commented already, the Jubilee High School, Lucknow, takes the lead in the province—a fact which may be ascribed not so much to the superior intelligence in tuitional skill of the drawing master as to the watchful supervision exercised by the Headmaster, Mr. Mutti.

87. Considering the difficulty that has been felt in bringing the schools up to the required mark in *Model* drawing, and considering, too, the small amount of time that can be given to drawing in conjunction with the many other subjects in which a student must qualify himself, the Inspector, Mr. Crosse, has advised that this branch of the subject be discontinued henceforth from the Middle English course. "I am inclined to think," as he writes at the close of his report, "that more real benefit will accrue, and a better standard be attained, if Model drawing be dropped out of the Middle class course, and more Free-hand and Geometrical drawing be required; for, as I remarked with reference to the Model drawing results in class III, the subject has either not been taught intelligently, or the boys have not themselves the necessary intelligence to take in the principles required for a correct understanding of the subject. It would be learnt more easily in classes II and I, in which the boys are older, and consequently better able to grasp the principles of perspective." This proposal was duly submitted to Government, and has been sanctioned. In confirmation of the soundness of the view taken by Mr. Crosse, it may be pointed out that Model drawing is not required for the Middle standard in the Code for European schools, and that even in the High or Final standard of the said Code the results in this branch of drawing were a conspicuous failure in the public examination held in December 1893, as I have shown below. The importance of Model drawing is beyond question; and this branch holds a prominent place in the scheme of drawing standards, which Mr. Crosse has lately sent up to the Syndicate for the School Final examination.

88. At the close of the year under report 9 out of the 11 schools enumerated above underwent a general examination in drawing, for which the following officers were selected to act as examiners under the supervision of Mr. Crosse: For drawing from the flat, Mr. Erskine Smyth, Headmaster of the Mirzapur Zila School; for Model drawing, Tara Prasanna Banerjee, B. A., Headmaster of the Industrial School, Lucknow; and for Geometrical drawing, Brinda Ban, the Drawing-master at the Normal School, Lucknow. The two schools that were not included in this examination were the Kayasth Patshala, Allahabad, which is not subject to inspection, unless this is invited, and the Church Mission High School, Lucknow, at which drawing was commenced too late in the session to enable it to compete on equal terms with the other schools. The examination included only classes IV, V and VI, since class III underwent the Middle examination, on which I have already reported. The results are shown in the following table:—

School.	Number in class.	Number who appeared.	Number of passes in Free-hand.	Number of passes in Model.	Number of passes in Geometry.	Total pass.	Remarks.
CLASS IV.							
Allahabad	7	4	3	2	3	3	Three absent.
Bareilly	11	10	2	7	9	7	One do.
Fyzabad	11	10	4	6	8	7	Ditto
Jubilee, Lucknow ...	13	11	5	6	11	10	Two absent.
Meerut	9	7	1	2	6	2	Ditto.
CLASS V.							
Allahabad	15	11	6	...	...	6	Four absent.
Bareilly	12	10	6	...	...	6	Two do.
Fyzabad	17	17	9	...	...	9	
Jubilee	15	14	7	...	...	7	One absent.
Meerut	8	8	3	...	...	3	...
Moradabad	15	14	3	...	...	3	One absent.
Cawnpore	13	12	1	...	...	1	One do.
Jhánsi	7	5	5	...	...	5	Two do.
Benares	14	11	5	...	...	5	Three do.
CLASS VI.							
Allahabad	9	5	2	...	...	2	Four absent.
Bareilly	12	10	6	...	...	6	Two do.
Fyzabad	18	17	7	...	...	7	One absent.
Jubilee	23	22	16	...	...	16	Ditto.
Meerut	10	10	3	...	...	3	..
Moradabad	14	13	4	...	...	4	One absent.
Cawnpore	19	17	8	...	...	8	Two do.
Jhánsi	15	10	10	...	...	10	Five do.
Benares	6	3	3	...	...	3	Three do.
Total for all classes ...	293	251	119	23	37	133	Forty-two.

This table shows that in the nine schools to which it relates there are now nearly 300 students who are learning drawing, and that out of the 251 who were examined, 133 passed in the standards of their respective classes. Considering the short time that has passed since the teaching of drawing was commenced in this province, its novelty as a subject of instruction, and the popularity of the subject (Persian) to which it has been made an alternative,—considering, too, that no apparatus of any kind was ready at the time when teachers were suddenly appointed in July 1892,—the result may, I think, be considered satisfactory. Much credit is due to Mr. Crosse for the energy and ability with which he has looked after this new branch of instruction.

89. *Drawing apparatus.*—In this province we do not possess the convenience of a School of Art, in which drawing teachers can be trained and drawing apparatus made. Our teachers have hitherto come from the School of Art at Lahore. Our apparatus is now made at the Industrial School, Lucknow, under the control of Mr. Crosse, assisted by Radha Kishen, the chief drawing-master, who received his own training at Lahore. Compasses are procured from outside, but the drawing boards, &c., are made at Lucknow from wood procured from the Panjab.

90. *Science classes.*—A Science class was opened on 1st July 1892 at five different schools, *viz.*, at the Government Collegiate or Zila schools in Bareilly, Allahabad, and Fyzabad, and at the aided school in Meerut and the Jubilee High School, Lucknow. A sixth class was afterwards added at the Collegiate School, Benares. These six schools all sent up candidates for the School Final examination in March 1894, in which Science was the subject taken up as an alternative to a Classical Language. Since July 1893 Science teachers have been appointed to the zila schools at Cawnpore and Moradabad, and to the aided school at Jhánsi. A Science class was at the same time formed without Government help at the secular Collegiate School, Agra; at St. John's Collegiate School, Agra; at Mufidi-am School, Agra; and at the Methodist Episcopalian School at Sháhjahánpur. There are thus 13 schools, Government or aided, in which Science is now being taught, besides the unaided school at Allahabad (the Kayasth Patshala), which makes altogether 14 schools.

91. Classes IV and II at all these, excepting the Kayasth Patshala, underwent a general written examination near the close of the year under report. Professor Murray of the Muir College was kind enough to set the questions; and Abhay Charan Sanyal, the Professor of Science at the Benares College, and Babu Gyanendra Nath Chakravarti, who is now Assistant Inspector of Schools, Allahabad Division, examined and valued them.

The results of this examination are shown in the accompanying table, with which I have also incorporated the results of the examination of class I, which was held by the University :—

Name of school.	Class I.			Class II.			Class IV.		
	Number of scholars on the rolls on 31st March 1894.	Number examined.	Number passed.	Number of scholars on the rolls on 31st March 1894.	Number examined.	Number passed.	Number of scholars on the rolls on 31st March 1894.	Number examined.	Number passed.
Collegiate School, Benares ...	19	19	10	13	13	7	...	...	...
Ditto Bareilly ...	12	12	8	11	10	9	4	3	3
Zila School, Allahabad	12	12	5	13	8	5	7	6	4
Ditto Cawnpore ...	...	...	...	25	23	14	18	16	16
Ditto Fyzabad	10	10	6	28	28	23	20	17	10
Ditto Moradabad	...	...	...	10	9	6	27	25	3
City High School, Jhánsi	...	...	...	9	9	9	17	16	16
Jubilee High School, Lucknow ...	18	18	13	13	11	8	13	12	9
Collegiate School, Meerut	5	5	2	10	10	9	20	19	1
Ditto Agra	...	...	...	22	22	16	...	...	...
St. John's College School, Agra ...	...	...	...	4	3	...	...	...	...
Mufidam School, Agra	...	...	...	...	...	...	12	11	8
A. M. E.-M. School, Sháhjahánpur ...	...	...	...	...	...	...	10	10	8
Total ...	76	76	44	158	146	106	148	135	78

Thus the enrolment in classes III, II, and I at the close of last year (for Science could not be commenced in class III until 1ts July 1894, when the annual promotions were made) amounted to 382, of whom 228 passed in the standards of their respective classes.

92. *Inspection of Science classes.*—In the year 1892-93 (the first year of the introduction of Science teachers), the inspection of the Science classes was very kindly

undertaken by Mr. Murray, Professor of Science, at the Muir Central College. During the year under report, they had no regular inspection. For the current session (1894-95), and (as is anticipated) for future years, an arrangement has been made by which Babu Gyanendra Nath Chakravarti (late Mathematical lecturer at the Muir Central College, and now Assistant Inspector of Schools, Allahabad) has been appointed Inspector of the Science classes for the province in the same way as Mr. Crosse has from the first been the Inspector of the Drawing classes. Much benefit is expected to result from the regular inspections that will now be made twice a year by Babu Gyanendra Nath, whose popularity and ability as a lecturer at the Muir Central College are already well-known, and who will no doubt throw the same zeal and intelligence into the school work that he did into college work. No one knows better than himself the wants and difficulties of his own countrymen; and it will be one of his functions to see not only that the teaching is given in a proper method, but that the scientific apparatus is repaired or provided whenever it is required.

93. *Manufacture of Science apparatus.*—When Science classes were first opened in July 1892, we had to rely upon such purchases as we could make from English shops in Bombay. We now rely to a large extent upon the Industrial school, Lucknow, where, under the guidance of the accomplished Headmaster (Tara Prasanna Banerji), it has been found that scientific instruments, suitable for instructional purposes can be made with the help of local artisans. In February 1893 I obtained the sanction of Government to a proposal that a trial set of instruments should be made in connection with the Industrial school at Lucknow. The models supplied to the Headmaster for this purpose were (1) those which had been already procured from Bombay shops and, (2) a set of instruments that were subsequently procured from the Science Institute at Lahore, where such instruments have been manufactured for some years past. All patterns are drawn by one of the drawing masters in the Industrial staff. All brass work and all iron work are done by artisans specially selected from the city, and these men receive their orders and instructions from the Headmaster of the Industrial school. It has been necessary in the case of some instruments to procure certain *parts* from outside sources; but it is believed by the Headmaster that after a time it will be possible to make every part of every instrument on the spot, and that no dependence upon English shops will be necessary. In July 1893, in company with Professor Murray, I inspected these works, and we were much pleased with the quality of the apparatus made. The workmanship in some cases was better than that at the Lahore "Science Institute" (for nothing of this kind is attempted at the Lahore Industrial School); nor did we see any instance in which it appeared to be inferior. A comparative list of the different articles was prepared showing the English prices (Bombay), the Lahore prices, and the Lucknow prices. The Lahore prices were very much lower than the English ones. The Lucknow prices were sometimes the same as those at Lahore, sometimes less, and sometimes more. On the whole, however, the Lucknow prices were the lower of the two, and this without any inferiority of workmanship or material.

Government Anglo-Vernacular Schools.

94. Having thus given the general results of the three public examinations (the Entrance, the School Final, and the Middle English), and described such progress as has been made in the alternative courses of Drawing and Science, it now remains for me to offer a few remarks regarding each class of school separately,—the Government Anglo-Vernacular schools, the Branch schools, the Aided Anglo-Vernacular schools, the Mission Anglo-Vernacular schools, and those unaided schools, missionary or secular, which have been placed on the recognised list.

95. In the year under report there were 38 Secondary Anglo-Vernacular schools maintained from Government funds against 37 in the year preceding. The following table gives particulars of the average attendance section-wise in the last two years:—

Year.	Government High Schools, average attendance.						Government Middle Schools, average attendance.				
	Number of School.	High Section.	Middle Section.	Upper Primary Section.	Lower Primary Section.	Total.	Number of Schools.	Middle Section.	Upper Primary Section.	Lower Primary Section.	Total.
1894	33	956	1,779	1,619	1,195	5,549	5	93	107	174	374
1893	33	957	1,761	1,690	1,112	5,520	4	56	78	118	252

The number of schools in the high grade has remained the same as before; but one more has been added to the list of Middle schools, namely Bilgram—a tahsili town in the Hardoi district inhabitated by many Muhammadan families of high

reputation and rank. Till April 1893 there was an aided Anglo-Vernacular school in this town, but on account of the uncertainty of the income and for other causes the inhabitants begged that the Government would take over the school, and the request was granted. The school has made a very good commencement in its new status by passing five out of eight candidates for the last Middle examination. The statistics of attendance in High schools are so nearly the same in each of the four sections that no comment is called for.

96. The expenditure on the above schools and the incidence of cost per scholar are shown for the last two years in the following table :—

Year.	Average monthly number on the rolls during the year.	Expenditure from			Total.	Cost to Government per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	
1894	6,875	1,58,800	1,02,499	5,237	2,66,536	22·0
1893	7,213	1,63,085	97,018	5,040	2,65,143	23·7

The net expenditure from Government funds has decreased by Rs. 4,285, because there has been a rise of more than this amount in the fee collections; so that notwithstanding the addition of a new Middle school to the list, the net Government expenditure has been less than before, and the incidence of cost per scholar has fallen also.

97. The statistics of fee income and attendance in each circle are compared for the last two years in the following table :—

Circle.	State Anglo-Vernacular Secondary schools, 1893-94.			State Anglo-Vernacular Secondary schools, 1892-93.		
	Number of schools.	Average monthly number of scholars on the rolls.	Fee income.	Number of schools.	Average monthly number of scholars on the rolls.	Fee income.
						Rs.
First	12	1,692	23,645	12	1,639	22,670
Second	12	1,856	22,917	11	1,712	21,160
Third	7	2,077	33,154	7	2,007	31,559
Fourth	7	1,588	22,783	7	1,517	21,629
Total ...	38	7,213	1,02,499	37	6,875	97,018

In the 3rd Circle (Benares and Allahabad) there are fewer schools in consequence of the preponderance of aided institutions; but owing to the large attendance at the Allahabad zila school, and to the still larger attendance at the Benares Collegiate school, the enrolment and fee collections exceed those of any other circle. In the 4th Circle (Rohilkhand) the large attendance at the Bareilly Collegiate school and at the Moradabad zila school makes up for the fewness of the schools. In the 2nd Circle (Oudh) all the zila schools are small ones, excepting that at Fyzabad, which is larger than the rest, though not among the largest in the province.

98. The following abstract shows the distribution of Hindus and Muhammadans in the four sections of zila schools :—

	Lower Primary.	Upper Primary.	Middle.	High.	Total.
Hindus	1,325	1,576	1,706	928	5,535
Muhammadans	395	449	442	173	1,459

For the last four years the proportions have been very much alike. In each year the proportion of Muhammadans to Hindus in the middle section has been about 26 to 100, while in the high section it is only 18, from which it may be inferred that Hindus, after having finished the middle stage, are more eager than Muhammadans to carry their education further.

In the last Middle examination the passed candidates from Government, aided, and unaided schools were distributed according to creed and caste in the proportions shown below :—

Christians	...	...	33	Chatris	...	...	57
Muhammadans	...	...	299	Khattris	...	...	58
Brahmans	...	...	357	Baniyas	...	...	161
Kayasths	...	...	443	Other castes	...	...	86

In the last item of "other castes" the number of castes represented was 37. In the last census report, Brahmans are shown as amounting to 4,744,840, Muhammadans to 6,346,651, and Kayasths to only 514,327.

Notwithstanding the vast disparity of Kayasths as compared with Brahmans and Muhammadans, they are much more largely represented than either in the Anglo Vernacular schools.

99. *Second and fourth class examinations.*—For several years past in every circle, except the first (Agra, Meerut, and Bundelkhand), the Circle Inspector has been in the habit of holding a written examination of the fourth and second classes of Government and aided Anglo-Vernacular schools near the close of each annual session. Last year the same practice was introduced into the 1st Circle also. A board of examiners is appointed, and printed questions are circulated to test the work of the year. The examination of class II is conducted on precisely the same lines as those of the Entrance or School Final, and that of class IV on the same lines as those of the Middle English. It would be unnecessary to publish the results in this report. Such examinations are a great boon to the Headmasters themselves. For no student who fails to pass in this examination, can claim the right to promotion; and hence Headmasters are protected from the disagreeable pressure that parents are prone to inflict if their sons or nephews are refused promotion. Moreover, it is of great help to an Inspector to be able to compare the results of the oral examination held by himself *in situ* with those of the written examination held at selected centres.

100. *Examination of the Primary classes.*—It is not possible to hold a written examination circle-wise of the Primary classes at zila schools. For this we rely first on the oral examinations held *in situ* by the Circle Inspector, and, secondly, on the examinations held by the Headmaster himself at the close of the annual session. Especial care is taken to give a thorough examination of class V (the Upper Primary Standard) and of class VII (the Lower Primary Standard). An abstract of the results of the examination of these two classes is shown in the following comparative table :—

Circle.	1894.						1893.					
	Upper Primary examination.			Lower Primary examination.			Upper Primary examination.			Lower Primary examination.		
	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.
First ...	246	183	74	253	201	79	258	164	64	261	197	75
Second ...	344	208	60	115	100	87	415	262	63	75	56	75
Third ...	244	175	72	189	159	84	277	207	75	189	155	82
Fourth ...	176	131	74	186	149	80	203	150	74	157	122	78
Total ...	1,010	697	69	743	609	82	1,153	783	68	682	530	78

The figures shown under the heading "passed" indicate the number of students who received promotion at the close of the annual session from classes VII and V at zila schools. The differences between the results of the two last years are too slight to need any comment. The number of students in the Lower Primary class is smaller than that in the Upper Primary, because some zila schools do not possess any such class as a Lower Primary; this and the classes below it being left to the branch schools.

101. *Physical exercises.*—These have been carried on with energy and success in all the circles; but if I were to quote from Inspector's reports all that they have writ-

ten about the annual tournaments in cricket, leaping, racing, throwing the cricket ball, &c., these extracts would fill several pages.

The help given by Government, according to which the Government consents to double any sum that is given by private subscriptions or by municipalities, has been highly conducive (as I mentioned in the report for 1892-93) to the encouragement of manly sports and pastimes.

"In the Cawnpore zila school," as Mr. Welby reports, "half-an-hour given twice a week in the gymnasium counts as an hour in school. Under the above rule nearly 200 pupils have during the past year been put through the first, second, and third courses of gymnastics as laid down in the book on physical education by Professor MacLaren of Oxford." As he afterwards explains, the word "gymnasium" means only an open space with parallel bars, horizontal bars, and rings. No funds exist for the construction of a regular gymnasium. Almost all public and large preparatory schools in England now possess a gymnasium building, and it would be a great boon to the zila schools of this province if something similar could be added to each of them. In all the zila schools of the 3rd Circle (excepting Mirzapur) the reports on physical training are favourable. The Ballia school was visited last year by His Honor the Lieutenant-Governor, who congratulated the Headmaster on the success of the school, and gave a present of Rs. 25 to the Headmaster as a contribution towards the cricket and foot-ball fund. The inter-school tournament was held in Christmas week. But the Mirzapur school was not able to compete.

Of the 1st Circle, Mr. Budden writes as follows:—"Judging from the reports of the Headmasters and the inspection reports, the interest in games and physical exercise has been well kept up. There was a tournament held at Aligarh on the 23rd and 24th February, open to the boys of all the Government and aided Anglo-Vernacular schools of the circle. An entrance fee of eight annas was charged to each competitor, and contributions were made by the Municipal committees towards providing prizes. The contributions amounted to little over Rs. 325, of which Rs. 259 were distributed in prizes. The events were:—100 yards' race, ¼ mile race, a mile race, hurdle race, long jump, high jump, pole jump, and throwing the cricket ball. There was also competition in gymnastic exercises. The lion's share of the prizes was taken by the boys of the Aligarh College, but the zila school of Aligarh did very well too, and prizes were also won by boys from Muzaffarnagar, Bulandshahr, Meerut, Saháranpur, St. John's College, Agra, Farukhabad, Mainpuri, Etáwah, and Háthras. There were no matches in this tournament in cricket or foot-ball."

Of the 2nd Circle, Mr. Crosse writes:—"During the year under report there has been steady progress all round. Foot-ball, which was a new game a couple of years ago to most of the schools, has now been taken up very keenly, and is in some places even more popular than cricket. Out of Lucknow and Fyzabad gymnastics do not flourish, chiefly because great difficulty is found in getting competent instructors. The Jubilee High School, Lucknow, has now for the first time a very fair set of apparatus, having a trapeze and rings, horizontal and parallel bars. Fyzabad is the only school which has a "horse." The inter-school tournament was held during Christmas week—probably the largest school tournament held in Northern India, as 17 different schools competed on the Victoria Park, Lucknow. The grounds were filled with immense crowds of spectators day after day, who showed the keenest interest in the games, cheering and shouting to their particular favourites. It lasted for five days. The sports consisted of gymnastics, foot-race, jumping, tug-of-war, throwing the cricket ball, putting the weight, cricket, and foot-ball." The champion belt was won by the Jubilee High School—the same school which came out best in drawing in the last Middle examination, besides doing well in the three public examinations, the Middle, the Entrance, and the School Final,—thereby furnishing a practical proof that physical and intellectual culture can easily be made to go hand in hand. The Balrampur school won the cricket challenge cup presented by Munshi Nawal Kishore, C.I.E. A boy from the Bahraich school won the silver prize for the best score in cricket. The Jubilee High School stood second in the cricket. "The Christian Collegiate School, which gained the trophy last year, not liking a decision of the umpire, threw up the game with Balrampur—a most unsportsmanlike action, and not worthy of their last year's reputation." (Extract from Inspector's report.)

In the 4th Circle (Rohilkhand and Kumaun) the inter-school tournament was held at Bareilly on 12th February and following days under the superintendence of Mr. Nesbitt, the Principal of the Bareilly College. "The week was occupied in cricket, foot-ball, and athletics. The Bareilly team has for the last three years been so strong in *cricket* that none of the other teams cared to practise to try and win the Dodd Champion Belt, which was thus easily won for the third and last time by Bareilly. The Ramsay College showed great improvement, which, considering their limited play ground (in Almora), is creditable. Sháhjahánpur, which for two years held the second place, now holds the third. In *foot-ball* the Nesbitt Challenge Cup was for the second time won by the boys of the Ramsay College, who held their ground without losing a single goal. (Extract from Inspector's report.)

102. *Zila School Boarding-houses.*—The following table shows for the last two years the number of boarders attending the zila schools :—

Circle.	Average monthly number of boarders during 1893-94.				Average monthly number of boarders during 1892-93.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Rs.
First ...	39	295	334	1,795	21	281	302	1,649
Second ...	22	161	183	746	25	150	175	714
Third ...	14	199	213	1,069	16	186	202	916
Fourth ...	2	189	191	1,329	5	184	189	1,252
Total ...	77	844	921	4,939	67	801	868	4,531

The differences between the statistics of the last two years consists of an increase in the year under report of 10 stipendiary students, 43 self-supporting students, and Rs. 408 in boarding-house fees.

Of the 1st Circle, the Inspector writes :—"The boarding-house arrangements are not satisfactory at Bánda and Saháranpur, and are insufficient at Farukhabad. At Muttra and Etah I find the Superintendents live away from the boarding-house, which does not seem to me to be the right thing. The sanitary arrangements of Muttra and Bánda are reported to be bad." The new Inspector, Mr. Budden, has had no time at present to look into these matters. They will no doubt receive his attention when he goes round on his first inspection tour in the winter of 1894-95. The custom by which the Superintendent in two instances lives away from the boarding-house must certainly cease.

In the 2nd Circle (Oudh) every zila school has a boarding-house, but they are all of small dimensions, accommodating an average of 10 inmates each. The total number of boarders has increased by 8 since the close of the year 1892-93. In the 3rd Circle there are six boarding-houses, each of which contains an average of nearly 30 pupils. The Inspector in his last report has said nothing to show that they have been badly managed or that there has been any serious sickness.

Of the 4th Circle, the Inspector writes :—"At most of the schools the boarding-houses on the day of inspection were found in good repair and were internally clean and tidy. The management also, so far as could be ascertained, was efficient and satisfactory." "The Bareilly boarding-house," he adds, "is badly placed on a site, which is lower than the adjoining land, and much water accumulates in its vicinity in the rains. The need of drainage has been brought to the notice of the District Board."

103. *Code of punishments.*—This is the first year in which the code of punishments for zila schools, described in paragraph 84 of my report for 1892-93, has been on its trial. Its main provisions were described in the paragraph referred to. As regards its working, the following extracts and remarks are herewith offered :—

First Circle.—"Five of the Headmasters in their reports (*viz.*, from Farakhabad, Bulandshahr, Aligarh, Bánda, and Hamírpur) speak highly of the working of the code of offences and punishments, and ascribe the improvement in the average daily attendance, as well as in the working of the classes, to the rule requiring a minimum attendance of 75 per cent. of the working days. Two of the masters think that some of the other rules might be modified with advantage. It might, perhaps, be left to Inspectors of circles to sanction such modifications, if approved by them, after carefully considering the proposals of the individual Headmaster." (Extract from Inspector's report.)

Second Circle.—The Inspector sent me a separate report from each of the 11 zila schools of his circle. Each report is very favourable as to the working of the code. I will quote from one only :—"The code has been useful as regards attendance at the periodical examinations, as most of the boys being afraid of fines have been present, only boys who were ill having absented themselves. The fear of loss of promotion has a very good effect on the general attendance. One case of cheating occurred in the half-yearly examination, but on the boy being punished with the punishment provided for the offence, no other case occurred during the examination. The rule by which the power of corporal punishment is placed entirely in the hands of the Headmaster has practically ended the complaints that used to be made by boys and guardians. The Headmaster thinks that, as exemplary punishment has been provided for serious offences, a boy will be deterred, however insolent he may be by nature, from acting in a way likely to mar his future prospects. He reports that during the time in which the code has been in force no one has raised his voice against it."

Third Circle.—The Inspector writes:—"The code may be said to meet all the requirements of the zila schools: the fact that discipline has been maintained and that no cases requiring heavy punishment have occurred is the best proof of this." The Inspector, however, proposes a few changes, and is averse to the expression "severely flogged," which he thinks might lead to unnecessary ill-treatment. No instance has, however, occurred so far in the third circle, or in any other, as Headmasters are averse to flogging, when any other form of punishment is available.

Fourth Circle.—The Inspector writes:—"The new code of punishment is generally reported by Headmasters to be satisfactory. The Headmaster of Bareilly, however, disapproves of impositions. It is his experience that when boys have to do impositions at home, their lessons are not so well prepared the next day."

The general experience is therefore favourable, though a few modifications are suggested here and there. The question now arises whether the code should be introduced into aided Anglo-Vernacular schools. Before doing so, it would of course be necessary to give the managers every opportunity of examining and criticizing its details. But it will not fall within my time as Director to have this done.

The question of punishments was a puzzling and perplexing problem for many years past in this province. That other provinces have not yet solved the problem may be inferred from the fact that copies of the code in force in these provinces have occasionally been asked for from outside.

104. *The Branch Schools.*—These are called branches because they are attached to some large or main school, to which they act as feeders. They are maintained partly by municipalities, partly by public funds given in the form of grants-in-aid, and partly by what they can collect in the way of fees. Hence in point of income they are classed as aided schools, while in point of status they might be considered to be Government schools, because they are entirely managed by the Educational Department. Their function as departmental schools is to relieve the zila school of some, if not the whole, of the burden of teaching the Lower Primary classes. In this way a great saving of space as well as of teaching power is effected to the benefit of the zila school; and as these branches are scattered about in different parts of the town, they are more readily accessible to boys of a tender age. The following table shows the statistics of enrolment in the several classes for the last two years:—

Circle.		Number of branch schools.	Enrolment on 31st March 1893.					Examination of Class VII.	
			Class VII.	Class VIII.	Class IX.	Class X.	Total.	Presented.	Passed.
First	1893-94	7	79	132	145	277	633	76	58
	1892-93	7	33	151	120	244	548	32	24
Second	1893-94	20	267	327	412	758	1,764	261	213
	1892-93	20	246	279	322	697	1,544	243	176
Third	1893-94	3	28	54	57	114	253	27	18
	1892-93	3	17	62	51	100	230	17	15
Fourth	1893-94	3	...	27	49	66	142	...	...
	1892-93	4	...	43	65	70	178	...	...
Total	1893-94	33	374	540	663	1,215	2,792	364	289
	1892-93	34	296	535	558	1,111	2,500	292	215

In all the circles, except the fourth, there has been progress. In the 4th Circle one of the branch schools has disappeared from the list—a fact of which no explanation is given in the Inspector's report. In the 1st Circle a class VII has been for the first time formed in the two branches at Saháranpur, where none formerly existed. In the 3rd Circle something similar must have happened at one of the branches, since the number of students in class VII has risen from 17 to 28. In the 4th Circle there is no branch school that has a 7th class, and even in the 8th class the attendance has dwindled from 43 to 27. Every branch school ought to have a 7th class, since the Lower Primary standard is that up to which they are expected to work. In the 2nd Circle (Oudh) the branch schools system has been much more fully developed than elsewhere. There is no zila school in this circle without at least one branch, and the larger schools have two or three. The present Grant-in-Aid Code is distinctly favourable to schools of the primary grade; and the increased grants that schools of this class can now earn have enabled Inspectors to improve the tuitional staff. The result of this has been that a larger number of students have passed in the different standards, and that the zila schools will now have a better class of students sent to them.

The following table shows the different sources from which the expenditure on the branch schools has been met, and the amount contributed from each source :—

	Public funds.	Municipal funds.	Fees.	Total.
	Rs.	Rs.	Rs.	Rs.
First Circle	1,866	1,641	1,654	5,161
Second „	5,430	3,024	5,571	14,025
Third „	570	360	1,202	2,132
Fourth „	660	657	580	1,897
Total ...	8,526	5,682	9,007	23,215

On account of the increased grants earned, the expenditure from Government funds has risen by Rs. 3,232, but the income from fee receipts has at the same time risen by Rs. 1,057.

Aided Anglo-Vernacular Schools.

105. The aided Anglo-Vernacular schools are graded section-wise in the same way as Government zila schools are. The following table gives the statistics of the last two years in the usual form :—

Year.	Number of Aided Secondary Anglo-Vernacular Schools.	Number of scholars on the rolls on 31st March.				
		High section.	Middle section.	Upper Primary section.	Lower Primary section.	Total.
1894	76	1,101	2,567	2,595	6,435	12,698
1893	76	987	2,511	2,540	5,971	12,009

There has thus been no change in the number of schools during the last two years, but there has been some increase of attendance in every section—High, Middle, Upper Primary, and Lower Primary. Of these 76 aided schools, 33 have a high section and the remaining 43 do not go beyond the middle standard. The fourth and second classes of these schools undergo the same circle examination by means of printed question papers as the same classes at Government zila schools do. Aided schools are also admitted without distinction to the annual inter-school tournaments, and are invited to compete for the same prizes.

106. The expenditure on State and aided Anglo-Vernacular schools respectively is shown for purposes of comparison in the following form:—

Class of schools.	Number of schools.	Number of scholars on 31st March 1894.	Expenditure during the year 1893-94.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources.	Total.	Public funds	Fees.	Other sources	Public funds.	Total expenditure.
State ...	38	7,351	1,58,800	1,02,499	5,237	2,66,536	60	38	2	21·6	36·3
Aided ...	76	12,698	1,39,901	99,874	81,558	3,21,333	44	31	25	11·0	25·3

As I explained in the report for 1892-93, there might be some value in the comparison if we could compare the cost per pupil *section-wise*; that is, according to the four sections shown in the previous paragraph. This, however, we cannot do. In aided schools the bulk of the attendance is in the lower primary section, whereas in Government schools the attendance in the lower primary sections is very much smaller than that in the middle section, and not much larger than that in the high. I need not dwell on the fact that it costs five or ten times as much to educate a boy for Matriculation or for the School Final examination as it does for the Lower Primary standard of class VII. Yet when the incidence of cost per scholar is compared, we find that in State schools the cost is only Rs. 11 higher per annum than in aided ones.

107. *Mission Aided Schools.*—Among the aided Anglo-Vernacular schools, those maintained by the several missionary bodies in this province are of considerable importance. I have therefore thought proper in this place to insert a new tabular statement showing precisely the number of such schools, the different grades up to which they teach, the expenditure from various sources by which they are maintained, and

the results of the last public examinations. These particulars are summed up in the following table:—

Number of schools.	Number of scholars on the rolls on 31st March 1894.	Expenditure.					Results of examination.					
							Entrance Examination.			English Middle Examination.		
		Government grant.	Municipal grant.	Fees.	Other sources.	Total.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
High.		Rs.	Rs.	Rs.	Rs.	Rs.						
19	3,961	44,115	2,553	34,600	39,164	1,20,432	236	94	40	368	186	51
Middle.												
14	1,717	9,440	786	8,152	9,957	28,335	...	...	...	112	49	44
Primary.												
4	270	1,440	...	735	1,426	3,601	...	...	...	...	...	...
37	5,948	54,995	3,339	43,487	50,547	1,52,368	236	94	40	480	235	49

Thus out of the 76 aided schools shown above in paragraph 106, thirty-seven are under missionary bodies, and 39, or a little more than half, are secular. Among the High schools, missionary, a conspicuous place is taken by the American Presbyterian Mission schools at Saháranpur, Farukhabad, and Allahabad; the Church Mission schools at Agra, Meerut, Gorakhpur, and Lucknow; the S. P. G. Mission school at Cawnpore; and the London Mission High schools at Mirzapur, Almora, and Benares. In the Mission schools the cost per pupil comes to nearly Rs. 26, while the cost per pupil, taking all the aided schools together, is Rs. 25 per scholar. The difference is so slight as to be not worth noticing.

Recognized Unaided Schools.

108. One more class of school remains—the "Recognised" unaided schools—about which no separate mention has been made in previous annual reports. The following table gives the names of such schools and the number of students passed by each of them in the public examinations in the year under report:—

Serial No.	Name of school.	Entrance Examination.			Middle Examination.		
		Presented.	Passed.	Percentage.	Presented.	Passed.	Percentage.
	High.						
1	Training School, Dehra Dún	2	1	50	...	...	...
2	Husainabad High School, Lucknow	4	1	25	19	5	26
3	Colvin Talúkdár's School „	2	2	100	1	1	100
4	Madrasa Alia Islamia „	5	2	40	23	2	9
5	Kayasth Patshala, Allahabad	17	9	53	34	23	68
	Total ...	30	15	50	77	31	40
	Middle.						
6	American Mission School, Muttra	...	...	...	3	2	67
7	Church Mission Middle School, Ghaziabad... ...	...	...	...	9	2	22
8	Anglo-Vernacular Middle School, Debai..... ...	...	...	...	7	3	43
9	Middle School Aminabad, Lucknow	...	...	...	4	2	50
10	Forbes' School, Fyzabad	...	...	...	18	...	...
11	Ikauna School, Bahraich	...	...	...	2	2	100
12	Town Middle School, Ballia	...	...	...	20	1	5
13	Hanuman Seminary, Benares	...	...	...	9	1	11
14	Gurnarain's Khattri School, Cawnpore	...	...	...	9	9	100
15	Middle School, Sambhal, district Moradabad	...	...	...	5	2	40
16	Private School, Tilhar, district Shahjahánpur	...	...	...	3	...	...
	Total ...	...	...	...	89	24	27
	GRAND TOTAL ...	30	15	50	166	55	33

The word "recognised" has need to be explained. It denotes those unaided schools which are considered fit by Circle Inspectors to send up candidates for either of the two public examinations; and a school is considered fit if it maintains a staff of competent teachers, and appears to be of a permanent nature. These schools send annual statistics of attendance and expenditure to the Inspector's office. They value the privilege of being "recognised," because (1) in that case the students are admitted to the Middle examination on the same fee as that paid by candidates from Government and aided schools, and not on the high fee charged to "private" candidates; and (2) the name of the school is published in the list of results of both examinations. Among the unaided schools of the province, by far the highest place is taken by the Kayasth Patshala, Allahabad. This school was handsomely endowed by the late Kali Prasad, who while he was alive was a distinguished pleader in Lucknow. He left a great deal of his accumulated wealth to the endowing of this school for the benefit of boys of his own caste. The school teaches Science and drawing as well as the ordinary subjects of the zila school curriculum. The drawing-master employed is a Bombay man of considerable ability, and the school is handsomely equipped with scientific apparatus. It has from the first been under the able Headmastership of Lala Oudh Behari Lal.

SECTION V.—VERNACULAR SCHOOLS FOR BOYS.

109. Vernacular schools are of two grades, Middle or Town schools, and Primary or Village schools. The highest grade is called by the name of "middle," because the public examination by which the work of the year is tested is somewhat similar (barring the very important difference of language) to that of the Middle English. To every such Middle school, as to every Secondary English one, primary classes are attached, and in the case of the schools under report, these primary classes contain about four-fifths of the total attendance. Some of these schools in fact are not town schools in the proper sense of the term, but merely primary or village schools, to which middle sections have been added—a tendency which has been far from beneficial to the lower classes, and has been much discouraged by the department of late years. In the year under report nine of these middle sections were dispensed with; but there are still 46 left, and 21 of these are in the Benares division.

Section 1.—*Middle Schools: the Middle Vernacular examination.*

110. The Middle Vernacular examination is, as I have just mentioned, the public test by which the efficiency or otherwise of town schools proper must be judged. In the last, as in the previous year, it was held near the end of December This is the second occasion on which this examination has been held in the month named. It used to be held each year in April, the same month as that of the Middle English. But it was found inconvenient to hold two such elaborate examinations in immediate succession; and December fits in better with the date of the annual centre examinations of the primary classes, some of which are held in December, and the rest in the two following months.

111. The results of the Middle Vernacular examination for the last two years are compared in the following table:—

Class of school.	1894.						1893.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division —			Total.	Percentage of passes.
		I	II	III				I	II	III		
State ...	2,393	380	875	266	1,521	64	2,166	402	821	155	1,378	64
Aided ...	143	7	33	17	57	40	135	13	40	6	59	44
Unaided ...	1,223	33	131	92	256	21	1,112	44	139	60	243	22
Total ...	3,759	420	1,039	375	1,834	49	3,413	459	1,000	221	1,680	49

The differences between the last two years are very slight, and the percentage of pass men (which indicates the total result for the province) is identical for both years. In the State schools, although the number of competing schools was less by 10, the number of candidates increased by 346. But the number who passed in the 1st division is not quite so high. In aided schools there is scarcely any difference between either the number of candidates or the number of pass men. The phrase "Unaided schools" includes private candidates, who come from no school at all, as well as those students who attended unaided ones. Probably the bulk of the candidates are of the former description. The examination was carried out under precisely the same rules

as in previous years. The Registrar of the examination (Mr. Wright) reports as follows:—"The examiners have all done their work to my satisfaction, and no complaints of any kind have reached this office. There were 10 cases of expulsion for using unfair means at the examination as against 7 in the previous year." In the Middle Vernacular, as in the Middle English examination, we have to wage a perpetual warfare against fraud.

112. The scheme of examination that has been in force for many years past consists of four main subjects—Language, Elementary Mathematics, History and Geography, and Science—in each of which two papers are given. The percentage of success in each of these four subjects is shown, as usual, for the last two years in the form given below:—

Class of schools.	1894.				1893.			
	Language.	Mathematics.	History and Geography.	Science.	Language.	Mathematics.	History and Geography.	Science.
State ...	90	77	87	88	89	76	84	94
Aided ...	81	55	75	85	80	67	56	87
Unaided ...	71	35	55	52	75	38	45	63

The differences between the two years are very slight, and the results of both years are very similar to those which came out in 1892. In all classes of candidates the largest number of failures occurs in the subject of Mathematics. In the "Language" test not much difficulty is felt, since most of the candidates are examined in their mother-tongue (Urdu or Hindi) and none are compelled to take up Persian. "History and Geography" are prepared without much difficulty from the text-books in force. "Science" is prepared in the same kind of way—a matter of book-learning without experiments or apparatus. But "Mathematics," in which one paper is on Arithmetic and the other on Euclid and Mensuration, supplies a more searching test; for Euclid, even if much of it is committed to memory, demands at least a high degree of accuracy, and Arithmetic and Mensuration are entirely beyond the range of rote-learning. In the subject of Mathematics the aided schools pass 55 per cent. and the unaided ones only 35. It is creditable to the State schools that in this subject they have been able to pass so many as 77 per cent. out of all the candidates examined.

113. As I explained in paragraph 104 of the last annual report, the scheme of the Vernacular Middle examination was revised in the spring of 1893, though it will not be possible to hold the first public examination on the new conditions until December 1894, and not even then to a large extent. In the three first subjects—Language, Mathematics, History and Geography—the course remains unchanged, except that Persian is now excluded, and the Language course is entirely restricted to the two vernaculars of the province—Urdu and Hindi. These three subjects are compulsory. The student is then allowed to choose between any two of the following alternative subjects—Physical Geography with Sanitation, Elementary Physical Science, Geometrical Drawing, and Agriculture. A text-book on Agriculture is not yet ready. But the subject has been under correspondence between myself and the Department of Agriculture; and I am glad to be able to report that the book is being prepared and may be expected in a few months,—the English version for the Agricultural school at Cawnpore, and the Vernacular version for the Middle Vernacular schools of the province. It remains to be seen whether students will evince any desire to learn Geometrical drawing and to bear the cost of compasses, parallel rulers, and any other apparatus that may be required for this purpose; but it may at least be said that men are now being trained to teach the subject at each of the Circle Normal schools, and that a suitable text-book has been prepared and published at moderate cost in both forms of the Vernacular. As regards Physical Science, it is questionable how far this subject can be profitably taught in our Vernacular schools, because it is still a matter of doubt as to whether the District Boards will be able to provide the necessary apparatus. Hitherto the text-book on Science has been the chief ingredient in the fourth subject of the curriculum, which in the preceding paragraph I described as "a matter of book learning without experiments and apparatus." The subject, however, is being properly taught in the Normal schools; each Normal school is well supplied with apparatus; and an Urdu translation of Stewart's Primer in Physics has lately been made the text-book.

I have recently submitted to Government a suggestion that Roman Hindustani might be added as an alternative subject to the four already named. But no orders have yet been received.

114. The percentages of pass men from State, aided, and unaided schools respectively are shown below in the usual form. The changes from year to year, within the last five years, have been remarkably uniform :—

Class of schools.	Percentage in 1890.	Percentage in 1891.	Percentage in 1892.	Percentage in 1893.	Percentage in 1894.	Average of 5 years.
State	56	64	60	64	64	62
Aided	33	41	32	44	40	38
Unaided	18	21	19	22	21	20

115. The following table compares for the last two years the number of candidates who took up Urdu and Hindi respectively :—

Total candidates.	Took up Urdu.			Took up Hindi.		
	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
December, 1892 ... 3,413 ...	2,689	1,254	47	724	426	59
„ 1893 ... 3,759 ...	2,967	1,428	48	792	406	51

The preference for Urdu to Hindi (owing to its being the language used in public offices) is as marked as ever, and will no doubt continue to be so as long as the cause of this circumstance remains. In both years, however, and more especially in the year 1892, the number of Hindi pass men was proportionately larger than that of the Urdu passmen—a fact which may be ascribed, not to greater leniency on the part of the Hindi examiners, but to the greater difficulty of the Urdu language, which, as compared with Hindi, has a wider and more receptive vocabulary. If Roman Hindustani should ever come into general use, and become the language of the courts, the vexed question as to the rival claims of the two forms of the vernacular would require no solving.

116. As regards the castes of the successful candidates, the statistics show that the castes chiefly represented are Kayasths, Brahmans, Banias, and Chattris. Kayasths head the list with 496 candidates; then come Brahmans with 378; Banias with 148; and Chattris with 126. None of the other Hindu castes muster even so many as 50. The number of Muhammadan candidates was 465.

117. As regards the occupations of the parents, it may be noted that the parents of 882 candidates are engaged in service, 378 are shown as zamíndárs or landlords, 284 as agriculturists (which I presume means tenant-farmers), 148 as shop-keepers and traders, 39 as priests, and 35 as bankers and money-lenders: only six are shown as contractors—a class of men to whom Geometrical drawing would, it is presumed, be of great utility if it were taught in our schools. The fact that "service" is so very largely represented—being very nearly equal to the other five professions all put together—shows clearly enough what is the main object that students have in view in working for this examination.

118. The expenditure on the State schools of the Middle Vernacular grade for the last two years is shown in the following table :—

Year.	Number of schools.	Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.
			Public funds.	Fees.	Other sources.	Total.	
			Rs.	Rs.	Rs.	Rs.	
1893-94	305	29,507	1,49,628	42,790	407	1,92,825	6·5
1892-93	315	27,729	1,46,969	39,658	621	1,87,248	6·8

The cost per pupil has been almost identical for the last two years. It was a little smaller, however, in the past than in the previous year, and this notwithstanding the fact that there has been a total increase of expenditure, amounting to Rs. 5,577, which can be accounted for by the fact that the average number of students on the roll rose by 1,778. Towards the additional cost (amounting to Rs. 5,577) the sum of Rs. 2,659 was contributed from public funds and Rs. 3,132 from increased fee

collections, while there was a slight falling off in the income from other sources. The causes of the increased expenditure on town schools proper were the appointment of some additional teachers and an improvement in the pay of others.

119. *Middle Vernacular Schools, Circle-wise.*—What has been written thus far relates to the province as a whole. It now remains to furnish a few particulars for each circle and division separately, showing the number of schools, the number of scholars enrolled, the amount of fee income, and the tuitional results in the Middle, Upper Primary, and Lower Primary sections respectively.

120. The number of State schools belonging to the grade under report, together with the number of students enrolled and the amount of fees realized, is shown for the last two years in the following table :—

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee income.	
		1894.	1893.	1894.	1893.	1894.	1893.
						Rs.	Rs.
First ...	Meerut	48	48	4,849	4,402	9,023	8,125
	Agra	36	37	4,138	4,092	6,418	5,617
	Bundelkhand	29	31	2,515	2,515	2,239	2,017
	Total ...	113	116	11,502	11,009	17,680	15,759
Second ...	Western Oudh	35	37	3,783	3,629	6,094	5,835
	Eastern „	19	18	2,184	1,922	3,468	3,030
	Total ...	54	55	5,967	5,551	9,562	8,865
Third ...	Allahabad	41	41	3,594	3,267	4,111	4,831
	Benares	52	58	4,702	4,602	3,447	3,088
	Total ...	93	99	8,296	7,869	7,558	7,919
Fourth ...	Rohilkhand	41	41	4,786	4,572	7,832	6,953
	Kumaun...	4	4	195	170	158	162
	Total ...	45	45	4,981	4,742	7,990	7,115
	GRAND TOTAL ...	305	315	30,746	29,171	42,790	39,658

It will be seen from the above that the number of schools has, as already stated, decreased by 10; and that this decrease has been accompanied by a rise of 1,575 students in enrolment and by a rise of Rs. 3,132 in fee collections.

In the Agra Division one school that had long been inefficient was reduced to the status of a village school. In Bundelkhand, as the Inspector reports, the two schools which have disappeared from the list "were not proper town schools, but Halkabandi schools with Middle classes attached to them, and these classes have been abolished. There are still 3 such Halkabandi Middle Schools in the Bundelkhand Division and 9 in the Meerut Division; but they are reported as inefficient, as the staff for a Primary school cannot he expected to do the work of a Middle one. It certainly seems desirable that such schools should be reduced to their proper standard."

In the Western (or Lucknow) Division of Oudh two schools have dropped out of the list: *viz.*, (1) the Paintepur Town School, which was closed against the opinion of the Inspector, and which needed nothing more than a change of Headmaster to make it as efficient as it had been in former years; and (2) the Bilgram School, which was chaaged into an Anglo-Vernacular school teaching up to the Middle English standard. In the Eastern (or Fyzabad) Division of Oudh a new Vernacular Town School was opened at Behta in the Rae Bareli district, and I am glad to say that this new school was started on a sound footing from the first. A proper school house was built and a suitable staff provided. It was not an example of a Middle section tacked on to a village school in a small building, and without a sufficient addition to the staff.

In the Benares Division 6 schools have dropped out of the list. The number of Town schools proper was 31; but in addition to these there were 21 Middle Halkabandi schools preparing candidates for the Middle examination. In the year preceding that under report the number of such schools was 27; but 6 of these Middle classes have

since been closed. Regarding these, the Assistant Inspector reiterates what has been said by other officers :—"The generality of these schools are not at all successful, and in my opinion they should all be reduced to their legitimate status of Primary schools."

These are the only changes that have taken place in the number of State Middle schools. In the Meerut, Allahabad, Rohilkhand, and Kumaun Divisions the number has remained unchanged.

121. As regards the tuitional results obtained in each circle, it will be most convenient to give three separate statements, of which the first will show the number who passed division-wise in the public Middle examination, the second the enrolment in the Middle, Upper Primary, and Lower Primary sections respectively, and the third the number who passed in the Upper Primary and Lower Primary standards respectively.

122. The first of these statements is given below. It compares the number of passmen division-wise for the last two years :—

Circle.	Division.	1894.						1893.					
		Number of candidates.	Passed in Division— I	II	III	Total.	Percentage of passes.	Number of candidates.	Passed in Division— I	II	III	Total.	Percentage of passes.
First	Meerut	388	77	154	29	260	67	372	43	123	44	210	56
	Agra	329	36	128	40	204	62	325	50	162	28	240	74
	Bundelkhand	108	18	40	11	69	64	98	16	42	7	65	66
	Total	825	131	322	80	533	65	795	109	327	79	515	65
Second	Western Oudh	329	35	107	36	178	54	279	32	88	20	140	50
	Eastern „	191	12	57	31	100	52	150	13	45	14	72	48
	Total	520	47	164	67	278	53	429	45	133	34	212	49
Third	Allahabad	316	47	129	44	220	70	297	88	119	29	236	79
	Benares	372	45	145	54	244	66	323	63	136	7	206	64
	Total	688	92	274	98	464	67	620	151	255	36	442	71
Fourth	Rohilkhand	332	110	105	16	231	70	299	96	95	4	195	65
	Kumaun	28	...	10	5	15	54	23	1	11	2	14	61
	Total	360	110	115	21	246	68	322	97	106	6	209	65
	GRAND TOTAL	2,393	380	875	266	1,521	64	2,166	402	821	155	1,378	64

First Circle.—In this circle the Meerut Division, which is under Pandit Gaindan Lal, the Assistant Inspector, heads the list, not only in the number of successful candidates, but in the proportion that passed in division I. Pandit Gaindan Lal was originally Headmaster of the Meerut zila school. On his appointment to the post of Assistant Inspector, his services were still retained for the Meerut Division, and he has never served in that capacity in any other. I saw a large number of his schools in the last camping season, and was very favourably impressed with his manner of examining, and with the good influence that he has had on education generally. In the Agra Division the results have been satisfactory. Thirty-six schools sent up 329 candidates, or nearly 10 candidates each, and 204 of these came out successful. In the year under report this division came into the hands of Munshi Piyare Lal, who had previously been Assistant Inspector of Bundelkhand. I spent a good deal of time last cold season in the Agra Division also, and I feel no doubt from what I saw that his control will be beneficial. In the Bundelkhand Division, which for a considerable portion of the year was under Pandit Ram Lal Dube, who officiated as Assistant Inspector, the schools are fewer and smaller. Here, too, the results are satisfactory.

Second Circle.—The results in both divisions are nearly equal to each other. The combined percentage is 53, which, though by no means low, is not so high as that obtained in other circles. The same thing occurred in the previous year also. I noticed in the tour that I took through the Rohilkhand, Meerut, and Agra Divisions, after having passed through many of the Oudh districts, that the tuitional staff in the

Town schools of Oudh is, as a rule, not so complete as what has been provided for those of the divisions named. In most of the Oudh schools the teaching staff consists of four men; in some it consists of five; and as there are seven classes to a Town school, or eight if we count the two sections of the lowest class separately, the difficulty of keeping all these classes at work with such a small tuitional staff can be easily understood. At the same time the towns as a rule are small, and the classes are small in proportion; and hence if the staff were increased to a larger scale, it would bring up the cost per pupil above the normal rate. In most of the schools that I saw in the Rohilkhand, Meerut, and Agra Divisions there was generally one teacher to each class,; and if both forms of the Vernacular were taught, a separate "Language-teacher" for Urdu or Hindi was provided. This very useful reform was carried out by the late Director of Public Instruction a year or two before he left India, and a marked improvement in the tuitional results has been effected. Now there is no instance in which a separate "Language teacher" has been appointed to any of the schools in Oudh, although I believe there is no school in that circle in which both forms of the Vernacular are not taught more or less. Since both languages are taught by the ordinary tuitional staff, it is not surprising that the number of failures under the head of "Language" should be larger in the Oudh schools than in the other divisions. It should be added, however, that some of the schools in these districts have taken high places in the 1st division list. The two boys, who headed the list of successful candidates from the united provinces were from the Mohan school in the Unao district. In the Eastern division of Oudh, some schools in the Sultánpur, Partábgarh, and Bahraich districts did exceptionally well.

Third Circle.—Both divisions have done well, Allahabad securing 70 passes per cent. and Benares 66. The percentage in the Allahabad Division is not so high as in the previous year; but, as Mr. Welby remarks, "the result attained is quite high enough." In the Benares Division 21 out of the 52 competing schools are village schools, to which Middle sections have been tacked on. In the year previous the number of such village Middle schools was 27; but six of them were cut down to their proper status in the year under report. The expediency of such action may be seen from the fact that the number of students competing for the last examination increased by 49.

Fourth Circle.—This circle included the Rohilkhand and Kumaun Divisions. The former took the lead in the province in the last examination. Out of 332 candidates sent up, 110 (or nearly one-third) were placed in the 1st division, and about the same number in the second, a few only being reserved for the third. Out of the 60 scholarships allotted to the 60 students who stood first, no less than 25 (or nearly half) were gained by the Rohilkhand Division alone. For the last three years this division has been under Sheikh Ebad Ullah, the Assistant Inspector, who has certainly proved himself well worthy of the responsible position that he holds. The Town schools of Kumaun sent up 28 candidates, of whom 10 came out in division II and 5 in division III. There are only four such schools in Kumaun—one at Almora, two in the Garhwál district, and one in the Naini Tal district. The school last named is the only one that has the full complement of three sections—the Middle, the Upper Primary, and the Lower Primary; whereas the two schools in Garhwál have the Middle and Upper Primary sections only, and the one at Almora has the Middle section only. They are thus dependent on village schools for such recruits as they can get.

123. The statement given below shows the enrolment section-wise at the State schools of the Middle grade for the last two years. As I explained before, these Middle schools are largely—in fact chiefly—attended by the students in the Primary grade of instruction, classes III and IV being in the Upper Primary, and classes V, VI, and VII in the Lower:—

Circle.	Division.	1894.			1893.		
		Middle section.	Upper Primary section.	Lower Primary section.	Middle section.	Upper Primary section.	Lower Primary section.
First	Meerut	963	1,052	2,834	868	954	2,580
	Agra	561	936	2,641	623	823	2,646
	Bundelkhand	271	443	1,801	271	424	1,820
	Total	1,795	2,431	7,276	1,762	2,201	70,46
Second	Western Oudh	676	776	2,331	690	743	2,196
	Eastern „	455	436	1,293	365	483	1,074
	Total	1,131	1,212	3,624	1,055	1,226	3.270
Third	Allahabad	928	594	2,072	799	597	1,871
	Benares	1,021	857	2,824	1,059	824	2,719
	Total	1,949	1,451	4,896	1,858	1,421	4,590
Fourth	Rohilkhand	1,007	1,122	2,657	913	1,046	2,613
	Kumaun	59	60	76	43	56	71
	Total	1,066	1,182	2,733	956	1,102	2,684
	GRAND TOTAL	5,941	6,276	18,529	5,631	5,950	17,590

It will thus be seen that in the year under report the number of students in the Middle section, that is, in preparation for the Middle examination was a little below one-fifth of the total; that in the Upper Primary section a little above one-fifth; and that in the Lower Primary section about three-fifths. The proportions were much the same in the previous year; and on comparing these with the figures of past years, I find that the ratios from year to year have varied very slightly.

124. The Primary sections at Middle schools are examined annually at certain selected centres. The standard of instruction is the same in all respects as that at Village schools, and the two are often examined together in the same grove. The statement given below shows the number who passed in class V (Lower Primary) and in class III (Upper Primary). It should be understood, however, that *all* the classes in the Primary sections are examined on this occasion; and not merely those shown in the following return. The results of the examination of classes IV, VI, and the upper section of class VII are not given, simply for want of space :—

Circle.	Division.	Year.	Number of town schools.	Lower Primary.				Upper Primary.			
				Enrolled.	Examined.	Passed.	Percentage of passes.	Enrolled.	Examined.	Passed.	Percentage of passes.
First	Meerut ...	1893-94...	39	460	454	412	91	353	349	267	77
		1892-93...	39	415	414	350	85	330	310	232	75
	Agra ...	1893-94...	36	512	520	457	88	337	312	171	55
		1892-93...	38	432	399	355	89	314	302	215	71
	Bundelkhand ...	1893-94...	26	264	248	181	73	143	140	87	62
		1892-93...	26	216	198	157	79	151	147	103	70
	Total ...	1893-94...	101	1,236	1,222	1,050	86	833	801	525	66
		1892-93...	103	1,063	1,011	862	85	795	759	550	72
Second	Western Oudh ...	1893-94...	35	464	471	389	83	283	296	214	72
		1892-93...	38	420	417	343	82	283	291	217	75
	Eastern „	1893-94 ..	19	195	199	168	84	188	186	144	77
		1892-93...	18	255	243	227	93	143	139	107	77
	Total ...	1893-94...	54	659	670	557	83	471	482	358	74
		1892-93...	56	675	660	570	86	426	430	324	75
Third	Allahabad ...	1893-94...	35	283	272	262	96	232	222	203	91
		1892-93...	35	237	229	205	90	254	226	193	85
	Benares ...	1893-94...	31	263	257	222	86	260	263	189	72
		1892-93...	32	239	244	212	87	212	222	193	87
	Total ...	1893-94...	66	546	529	484	91	492	485	392	81
		1892-93...	67	476	473	417	88	466	448	386	86
Fourth	Rohilkhand ...	1893-94 ..	34	604	547	488	89	418	364	329	90
		1892-93...	33	481	462	417	90	332	345	258	75
	Kumaun ...	1893-94...	4	10	7	6	86	48	49	44	90
		1892-93...	4	13	12	10	83	18	26	10	38
	Total ...	1893-94...	38	614	554	494	89	466	413	373	90
		1892-93...	37	494	474	427	90	350	371	268	72
	GRAND TOTAL ...	1893-94...	259	3,055	2,975	2,585	87	2,262	2,181	1,648	76
		1892-93...	263	2,708	2,618	2,276	87	2,037	2,008	1,528	76

The only appreciable difference between the results of the two years occurs in the Agra Division, where the percentage of passmen in the Upper Primary section falls from 71 to 55. Commenting on this, the Inspector, Mr. Budden, writes as follows :—

"In the Agra Division the 3rd and 4th classes have not done so well as last year. The Upper Primary classes of the Middle schools likewise did badly, passing only 55 per cent. The new Assistant Inspector, Munshi Piyare Lal, has evidently introduced a

more thorough mode of examining than was in vogue before, especially in Mathematics, and this has told against the boys."

125. *Boarding-houses.*—The number of boarders attending the Town schools from villages is shown in the following statement, in which the statistics for the last two years are compared in the usual form:—

Circle.	Division.	Number of boarders.					
		Receiving stipends.		Self-supporting.		Total.	
		1894.	1893.	1894.	1893.	1894.	1893.
First ...	Meerut ...	36	40	185	173	221	213
	Agra ...	47	44	37	42	84	86
	Bundelkhand ...	32	19	57	32	89	51
	Total ...	115	103	279	247	394	350
Second ...	Western Oudh ...	23	26	48	52	71	78
	Eastern „ ...	28	24	57	42	85	66
	Total ...	51	50	105	94	156	144
Third ...	Allahabad ...	118	91	176	171	294	262
	Benares ...	151	146	336	348	487	494
	Total ...	269	237	512	519	781	756
Fourth ...	Rohilkhand ...	68	56	121	97	189	153
	Kumaun ...	...	...	85	71	85	71
	Total ...	68	56	206	168	274	224
	GRAND TOTAL ...	503	446	1,102	1,028	1,605	1,474

There are two purposes for which village students leave their homes and villages and go to Town schools as boarders. One is that after having passed the highest standard at a village school, namely, the standard of class III, they may be able to place themselves in preparation for the Middle examination. The other is because many village schools do not teach up to the highest village standard, and are unable to go beyond the standard of class IV. In such a case the village student leaves his home and goes to a Town school in order to study for the Upper Primary certificate, and thereby render himself eligible to compete for a village scholarship; after which, if his ambition is still unsated, he may commence to work for the Middle examination.

126. The number of boarders shows no sign of rapid increase, which may be partly owing to the fact that the accommodation provided for the reception of boys from villages is at present very scanty and often far from suitable. In the year 1893 the total number of boarders was 1,474; in 1894 it rose to 1,605; and in this increase 74 were self-supporters—that is, not maintained by scholarships. The number of boarders in the 3rd Circle is nearly half the number of boarders in all the other circles put together. In the Benares Division it is larger than in any other, surpassing Allahabad (which is the second largest) by 193, Meerut by 266, the combined divisions of Oudh by 331, and the Rohilkhand Division by 298. The Assistant Inspector, however, does not draw a brilliant picture of the boarding-house buildings in the Benares Division:—"Some of the boarding-houses," he says, "are simply nominal, and the generality of the buildings are unsuitable. * * * * * * The boarding-houses of Gorakhpur are generally thatched sheds for cooking purposes, and the boarders sleep in the school verandahs * * * * * * In the district of Basti the departmental rules are enforced to a certain extent." In the Benares district itself he reports improvement and speaks of one new boarding-house (at Chandaulli) having been completed by the District Board, and another (at Chaubapur) as having been commenced. As regards

those of Ghâzipur, he quotes and apparently endorses the following extract from the Deputy Inspector's report :—" They are all nearly show things, the accommodation poor, ill ventilated, and often filthy. No furniture, no servant, no paid Superintendent."

127. *Physical exercises.*—The Inspector, 1st Circle, makes the following remarks on this point :—" Physical training has been attended to throughout the circle, and in many districts with encouraging results. Tournaments were organized and held at some of the sadar stations, and seem to have gone off well. I hope to be able to emphasize this part of the training of the teachers in the Normal school this year, and trust it may result in giving an impetus to sports and athletics in the schools to which the teachers go." In the last camping season I witnessed myself a great deal of the athletic sports in the Meerut Division, and, as far as my tour extended, in the Agra Division also. Great interest has been taken in this matter by Pandit Gaindan Lal, the Assistant Inspector of the Meerut Division, and with very marked success. In the Agra Division the matter has not been neglected. The new Assistant Inspector reports that, where funds permitted, some of the larger Town schools have been provided with cricketing gear, while to many others a set of Indian clubs has been furnished. But he adds that " most of our teachers are quite ignorant of the exercise, and the boys can do nothing without an expert to teach them." Every person who is trained to be a teacher at any of the Normal schools is now thoroughly trained in physical exercises, so that when he goes out as a teacher we shall not require the assistance of an expert, though he will none the less require to be provided with the implements and apparatus. In the Bundelkhand Division a tournament was held at Jhánsi on the 3rd and 6th March, which was attended by representatives from every district except Bánda. Pandit Ram Lal Dube, the Officiating Assistant Inspector, received much help in this matter from some of the officials of the Indian Midland Railway, and prizes to the value of nearly Rs. 100 were distributed.

In the 2nd Circle the matter has been well attended to in both divisions. In the Western division (Lucknow) the Assistant Inspector reports that " besides jumping, wrestling, tug of war, school drill, and native games, which are played in all districts, cricket is much played by the Middle schools of the Unao district, and that a few of the schools in the Lucknow, Bara Banki, Hardoi, and Kheri districts have also taken to the game." In the Eastern division (Fyzabad) the Assistant Inspector reports that " through the kindness of the Chairmen of District Boards play-grounds have been secured in many districts ; " and he alludes especially to the great interest taken in the matter by Mr. Brownrigg, the Deputy Commissioner of the Sultánpur district. " In almost all the Town schools," he reports, " as far as funds have permitted, parallel bars and the horizontal bars have been supplied, and the students have commenced to use them. Cricket and football have been introduced into some of the schools."

In the 3rd Circle, Mr. Welby, writing of the Allahabad Division, reports " that most of the Town schools have a supply of cricket gear, and the students take an interest in the game." Regarding the Benares Division, the Assistant Inspector writes as follows :—" In many districts the students continue to take a lively interest in various kinds of games and sports. I have observed that improvement in physical training depends entirely on the amount of interest that the Deputy Inspector takes in the matter. As in previous years, I occasionally get up some sort of sports at important centres after the completion of the examination. However, I could not arrange to hold sports for the whole district at any of the head-quarters similar to those that were held in previous years."

In the 4th Circle I witnessed the school sports myself at the close of each centre examination that was held in the course of my late tour through the Rohilkhand Divisions as I did in the Meerut and Agra Divisions also. The Assistant Inspector writes :—" I am glad to observe that the Deputy Inspectors and teachers belonging to this division pay almost as much attention to the physical exercises of their students as they do to their reading and writing."

128. *Revised admission registers.*—It was pointed out in last year's report that great irregularities had occurred in the keeping of the admission registers in the Agra Division. Steps have since been taken to remedy this. Every Town school in that division has been provided with a new register book, as it was impossible to rectify the old ones without completely re-writing them. In providing the new register books, opportunity was taken to revise the form. Two or three Assistant Inspectors were invited to meet me at Allahabad for this purpose. The form which was adopted on the result of that consultation was much the same as that which had been brought into use almost eight years ago in the 2nd Circle, though one or two more columns were added to make the form more complete. The new Assistant Inspector will go round and show the teachers how to keep it. There is no real difficulty in keeping such registers if they are attended to properly from the first. The headings to the columns are perfectly

clear; and, to make the matter still more certain, a copy of the rules for keeping the registers is printed in both forms of the vernacular in the first page of each book. The same form of register will be introduced into other divisions also as fast as new ones are needed, so that the system throughout the province will be uniform.

129. *Revision of the Town School Code.*—In the year under report a revised edition of the Town School Code was published. In the year 1892 I was asked to take the matter up by certain Assistant Inspectors, as it was felt that the original code required to be shortened and simplified on certain points; and in 1893 the changes sanctioned by Government in the scheme of the Middle Vernacular examination rendered portions of the original code obsolete. A committee of Assistant Inspectors (to which Pandit Lachmi Sanker Misra acted as Chairman) sat in 1892 to discuss changes in the Town school and other Vernacular codes. The amendments proposed were then circulated to the remaining Assistant Inspectors and to selected Deputy Inspectors in each division. The voluminous papers which resulted from this proceeding were finally examined by myself with the help of two Assistant Inspectors from the 1st Circle—one from Oudh and one from Allahabad. The revised code was published towards the close of the year under report. The original code had on the whole worked very well, and in the revised code no changes of principle have been introduced. Rules have been shortened and simplified wherever this was possible, and the curriculum was so amended as to suit the present demands of the Middle Vernacular examination.

130. *Aided Middle Vernacular Schools.*—Before closing the subject of Middle Vernacular schools, it remains to say a few words regarding those that are on the aided list; for all that has been written in recent paragraphs relates to State schools. The statistics of enrolment and expenditure relating to aided schools are shown for the last two years in the following table:—

Year.	Number of schools.	On rolls on 31st March.					Expenditure.			
		Details.				Total.	Details.			Total.
		In High section.	In Middle section.	In Upper Primary section.	In Lower Primary section.		Public funds.	Fees.	Other sources.	
1894	12	75	279	258	927	1,539	5,280	2,137	6,750	14,167
1893	12	61	277	256	807	1,401	5,280	1,978	6,476	13,734

There are thus twelve schools of this class, of which the aggregate expenditure from public funds has been Rs. 5,280, from fee collections Rs. 2,137, and from other sources Rs. 6,750. The average cost per pupil in these aided schools (all sources of income being taken into account) has been nearly half as much again as that in State schools. In the Middle examination the percentage of passmen to examinees was 40 against 64 in the State schools. Of the twelve schools included in this list, one-half are secular, maintained by subscriptions, or by municipalities, or by some private patron, and the other half are under missionary management. The largest and most successful of the secular schools is Behari Lal's school at Ballia, which in the last examination sent up 16 candidates, and passed 14—a result equal to that of the best Government schools. Among the Mission schools of this class, the largest and most important are the Vernacular Department of Jay Narain's College, Benares, the school at Ghâzipur, and the London Mission High school at Mirzapur.

SUB-SECTION 2.—*Village Schools, State Vernacular Primary.*

131. Descending the steps of the educational ladder, we pass from schools of the Middle grade to the much more numerous class of village or Primary schools maintained from the public revenues for the benefit of the rural population. These from the time of their establishment have been called Halkabandi or Circle schools; for it was the intention of their founders that they should be established at equal or nearly equal distances apart, so as to be within reach of a certain circle of surrounding villages. The circle system was acted upon as far as possible at the outset; but no attempt or pretence is now made to adhere to it. Village schools are now opened or closed (by order of the District Boards) entirely in accordance with local demand; and it might be said that they are now called Halkabandi or Circle schools, on the principle of *lucus a non lucendo*—that is, because they do not go in circles.

132. The following statement shows in the usual form the comparative statistics of the number of schools, the enrolment, and the fee income for the last two years :—

Circle.	Division.	Number of schools.		Number of scholars on the rolls on 31st March.		Fee income.	
		1894.	1893.	1894.	1893.	1894.	1893.
						Rs.	Rs.
First ...	Meerut	523	520	18,551	17,028	6,116	5,543
	Agra	520	526	18,111	16,873	315	349
	Bundelkhand	319	308	9,786	9,303	202	204
	Total ...	1,362	1,354	46,448	43,204	6,633	6,096
Second ...	Western Oudh	423	429	17,047	16,328	6,196	5,126
	Eastern „	434	433	20,324	19,047	2,219	2,115
	Total ...	857	862	37,371	35,375	8,415	7,241
Third ...	Allahabad	513	515	18,696	17,262	1,713	2,128
	Benares	547	554	23,309	22,337	3,463	3,014
	Total ...	1,060	1,069	42,005	39,599	5,176	5,142
Fourth ...	Rohilkhand	439	450	17,005	16,528	2,763	2,647
	Kumaun	144	143	5,800	5,689	61	57
	Total ...	583	593	22,805	22,217	2,824	2,704
	GRAND TOTAL ...	3,862	3,878	1,48,629	1,40,395	23,048	21,183

There has thus been a decrease of 16 in the number of schools, an increase of enrolment amounting to 8,234, and of an increase of fee income amounting to Rs 1,865.

In the Meerut Division two new village schools have been opened in the district of Meerut and two in Muzaffarnagar against one that has been closed in Saháranpur, making an addition of three.

In the Agra Division there has been a decrease of six schools. One was added in the Muttra district and one in Etáwah, while three were closed in the Agra district, three in Etah, and two in Farukhabad. In the Mainpuri district the number remained unchanged.

In the Bundelkhand Division three new schools were opened in the Hamírpur district, seven in Jhánsi, and one in Lalitpur, while no change in the number of schools occurred in the districts of Bánda and Jalaun. This makes a total increase of eleven schools.

In Western Oudh six village schools were closed and in Eastern Oudh one new school was opened, which reduces the number from 862 to 857.

In the Allahabad Division one new school was opened in the Cawnpore district and one in Jaunpur, while one was closed in Allahabad and three in Mirzapur. In Fatehpur the number remained the same.

There has thus been a total decrease of two schools.

In the Benares Division one school was closed in the Ballia district, six in the Benares district, three in Gházipur, and three in Gorakhpur, while in Basti and Azamgarh the number of schools remained unchanged. Six schools were reduced from the Middle to the Primary status as stated in paragraph 120. This gives a total decrease of seven.

In the Rohilkhand Division three schools were added in the Budaun district, while six were closed in Bareilly district, five in Pilibhít, and three in Sháhjáhánpur. The number of schools in Bijnor and Moradabad remained unchanged. There has thus been a total decrease of eleven schools.

In the Kumaun Diivsion there has been an increase of one school.

133. The above changes would appear to show (what is indeed the fact) that village schools are not of a very permanent nature, and have to be opened or closed, as I stated above, according to the changeable conditions of local demand. The decision of such questions rests entirely with the District Boards, and not with the Inspector. The changes in the past year were a good deal more numerous than the facts noted above would imply. For even in districts where the number of schools has remained unchanged, certain schools have been closed in some villages and an equal number re-opened in others. This would not be the case if the schools were attended by the actual tillers of the soil; that is, by the middle or lower castes; and not by the higher ones. The great majority of the pupils are Brahmans, Chattris, Baniyas, Kayasths, and Muhammadans. The cultivating castes—the Kurmis, Kachhis, Ahirs, &c., rarely attend, partly, as I am told, because the fruits of boy-labour cannot easily be spared by their parents, and partly because a boyhood spent in reading books under the shelter of a school-house engenders a distaste, combined (as I have heard) in some instances with a physical unfitness, to endure the hardship of field labour under the heat of a tropical sun. That such causes should operate in India is not surprising; for it is said that in England one of the causes of the present agricultural depression is the loss of boy-labour caused by the working of the Act for compulsory education, and the consequent necessity of employing men where formerly boys were sufficient. "The total result of educational returns," as the Secretary to the Ghâzipur District Board writes, "seems distinctly to denote that the education of the *rustic* Ghâzipuri is at present in a state of complete stagnation." As soon as the sons of the higher castes in some village and its neighbours have learnt as much as the village school can teach them, and there are no other boys to take their place, the attendance becomes so low that the school has to be closed and the establishment transferred elsewhere. This is one reason at least why village schools do not possess the permanency of town schools, and still less of zila schools.

134. The incidence of cost per scholar is very slight, less than Rs. 4 per annum—a very small sum in proportion to the quality of the education given. The following table shows how the expenditure has been met and what has been the incidence of cost per scholar for the last two years:—

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence.
		Public funds.	Fees.	Other sources.	Total.	Per scholar.
		Rs.	Rs.	Rs.	Rs.	
1894	1,40,700	5,01,006	23,048	1,538	5,25,592	3·7
1893	1,32,195	4,84,931	21,183	1,367	5,07,481	3·8

During the past year, as will be seen from the above, there has been a considerable increase of expenditure on village schools. Out of a total increase of Rs. 18,111, the sum of Rs. 16,075 has been contributed from public funds, Rs. 1,865 from fees, and Rs. 171 from other sources. The increase of expenditure has been due to the following facts:—

(*a*) The increased attendance necessitated an increase in the tuitional staff, and 20 more teachers and monitors were entertained.

(*b*) The salaries of deserving teachers were raised from the fee increment.

(*c*) New apparatus and furniture have been supplied to many schools.

135. For showing the tuitional results, it will be best first to give the classification of students section-wise; then the number of examinees and passmen at the last centre examinations; and, lastly, the percentages of passmen in each class or standard.

136. The classification of students section-wise for the last two years is given in the following comparative table. In explanation of the headings to the four last columns, it may be mentioned that in village schools, as in the Primary sections to

town schools, the "Lower Primary section" consists of classes VII, VI, and V, and the "Upper Primary" of classes IV and III :—

Circle.	Division.	1894.		1893.	
		Roll of Upper Primary section on 31st March.	Roll of Lower Primary section on 31st March.	Roll of Upper Primary section on 31st March.	Roll of Lower Primary section on 31st March.
First ...	Meerut	3,168	15,383	2,978	14,050
	Agra	2,711	15,400	2,157	14,716
	Bundelkhand	1,306	8,480	1,177	8,126
	Total ...	7,185	39,263	6,312	36,892
Second ...	Western Oudh	3,372	13,675	3,120	13,208
	Eastern „	4,369	15,955	4,223	14,824
	Total ...	7,741	29,630	7,343	28,032
Third ...	Allahabad	2,784	15,912	2,551	14,711
	Benares	3,352	19,957	3,193	19,144
	Total ...	6,136	35,869	5,744	33,855
Fourth ...	Rohilkhand	2,947	14,058	2,643	13,885
	Kumaun	562	5,238	504	5,185
	Total ...	3,509	19,296	3,147	19,070
	GRAND TOTAL ...	24,571	1,24,058	22,546	1,17,849

Taking the province as a whole, the enrolment in the Upper Primary section shows almost the same proportion to that in the Lower Primary for the last two years; and taking each circle separately, the same fact holds good. In the past, as in the previous year, the lead in this respect is taken by the Oudh or 2nd Circle. In this circle the ratio of Upper to Lower Primary students is 21 to 79. In the 1st Circle (Meerut, Agra, and Bundelkhand) the ratio is 15 to 85. In the 3rd Circle (Allahabad and Benares) the ratio is about 15 to 85. In the Rohilkhand Division (for it would be scarcely fair to couple this with Kumaun) the ratio is barely 17 to 83. In all the circles there are some, and in certain divisions many, village schools which do not possess a third or highest class; and, wherever such a class exists, it is always the smallest of the five. The largest attendance is always that nearest the bottom; but care is taken to exclude boys who after a few months' trial show no disposition to learn, or who are unable to pay for their class-books, or appear to have been sent to school to be taken care of while their parents are at work rather than to be educated.

137. The next question to be answered is, What have been the actual results of the teaching given in each class or section? How many students have been examined, and how many have passed? This is shown in the following statement, which compares the results of the last two years. This statement, however, does not exhibit all that the department has done in the way of examining; for class VI and the upper section of class VII are examined in the annual centres no less than the classes shown in the statement. It has been usual in this report to say nothing about

the examination results in the two lowest classes apparently from want of space. I have therefore given the statement in the same form as that hitherto used :—

Circle.	Division.	Year.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
			Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
First.	Meerut ...	1893-94	2,316	1,869	1,630	1,230	860	627
		1892-93	2,027	1,615	1,484	949	748	501
	Agra ...	1893-94	2,056	1,767	1,064	639	377	229
		1892-93	1,603	1,240	1,015	697	355	246
	Bundelkhand ...	1893-94	1,077	805	608	346	176	90
		1892-93	848	631	598	339	166	108
	Total ...	1893-94	5,449	4,441	3,302	2,215	1,413	946
		1892-93	4,478	3,486	3,097	1,985	1,269	855
Second.	Western Oudh ...	1893-94	2,064	1,710	1,490	957	992	685
		1892-93	1,889	1,542	1,308	884	902	670
	Eastern ,, ...	1893-94	2,148	1,896	1,850	1,254	1,239	889
		1892-93	2,140	1,869	1,719	1,058	1,224	726
	Total ...	1893-94	4,212	3,606	3,340	2,211	2,231	1,574
		1892-93	4,029	3,411	3,027	1,942	2,126	1,396
Third.	Allahabad ...	1893-94	1,839	1,653	1,226	975	693	568
		1892-93	1,646	1,421	1,173	956	749	561
	Benares ...	1893-94	2,478	1,980	1,667	1,222	885	620
		1892-93	2,250	1,891	1,594	1,247	895	687
	Total ...	1893-94	4,317	3,633	2,893	2,197	1,578	1,188
		1892-93	3,896	3,312	2,767	2,203	1,644	1,248
Fourth.	Rohilkhand ...	1893-94	1,750	1,430	1,206	874	812	637
		1892-93	1,642	1,311	1,156	804	757	567
	Kumaun ...	1893-94	455	251	328	113	106	20
		1892-93	489	233	319	90	93	20
	Total ...	1893-94	2,205	1,681	1,534	987	918	657
		1892-93	2,131	1,544	1,475	894	850	587
	GRAND TOTAL ...	1893-94.	16,183	13,361	11,069	7,610	6,140	4,365
		1892-93	14,534	11,753	10,366	7,024	5,889	4,086

138. For comparing one division with another and disclosing what the above figures imply in regard to the comparative success, it has been the custom in this report to give a table of percentages showing for each division the proportion of passmen to examinees in each standard or class. This table is given below in the usual form :—

Circle.	Division.	Class V, Standard 3.		Class IV, Standard 4.		Class III, Standard 5.	
		1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.
First ...	Meerut ...	81	80	75	64	73	67
	Agra ...	86	77	60	69	61	69
	Bundelkhand ...	75	74	57	57	51	65
	Total ...	82	78	67	64	67	67
Second ...	Western Oudh ...	83	82	64	68	69	74
	Eastern ,, ...	88	87	68	62	72	59
	Total ...	86	85	66	64	71	66
Third ...	Allahabad ...	90	86	80	82	82	75
	Benares ...	80	84	73	78	70	77
	Total ...	84	85	76	80	75	76
Fourth ...	Rohilkhand ...	82	80	72	70	78	75
	Kumaun ...	55	48	34	28	19	22
	Total ...	76	72	64	61	72	69
	GRAND TOTAL ...	83	81	69	68	71	69

There is no very marked variation between the results of the last two years if each division is compared with itself. But if one division is compared with another, some differences are noticeable. I was present during the last camping season at many of the centre examinations held in the Rohilkhand and Meerut Divisions, the two divisions of Oudh, and the Agra Division. In most of the schools examined the results were very satisfactory, although in the Sitapur district, Oudh, there is much room for improvement in penmanship; and the curriculum had been well observed.

The percentages run highest in the Allahabad and Benares Divisions, and more especially in the latter. Of these schools I saw nothing In Bundelkhand, where schools are fewer and more backward, the percentages do not run so high. In Kumaun they are much lower than elsewhere.

139. The code under which village schools and the primary classes of Town schools are examined is as clear and definite as it could be made, and precise rules, binding upon all divisions alike, have been laid down prescribing the conditions of passing. Nevertheless, however clear and precise the rules may be in words, everything depends upon the manner in which they are worked; and the working is in the hands of so many different officers that it would be rash to draw any absolute conclusions as to the relative merits of one district as compared with another, or of one division as compared with another. If the examiner is lenient and gives easy questions, the percentage of passmen comes out high. If he is strict, the percentage falls. The greatest scope for variation in the difficulty of the questions lies in arithmetic and mensuration. It is not enough to fix the rules in which the students are to be examined standard-wise, or to say how many questions on each rule of arithmetic, &c., are to be set, and how many questions must be answered correctly to ensure a pass; for it is still open to the examiner to make his questions easier than they ought to be, or easier than they are elsewhere. One step was taken last year to remove this source of uncertainty. In revising the Village School Code (to which allusion will be made below), a new clause was introduced which runs as follows:—

"To secure an approximate degree of uniformity, one Assistant Inspector will be deputed each year to compile 150 questions in arithmetic and 150 in mensuration for class IV, and another Assistant to compile the same number of questions in arithmetic and mensuration for class III. A copy of each book will be circulated from the Director's office to the inspecting officers concerned, and no questions other than those contained in the book above named will be set in the centre examination by the Deputy Inspector or by any other examiner." As all the questions thus prepared are approximately equal in difficulty, there is more hope of uniformity of standard than could be expected from the use of various books, which present a mixture of questions of various degrees of difficulty; and from the large number of examples placed at the choice of the examiner, there is no possibility of the questions or answers being carried from centre to centre before the examiner arrives, unless the examiner is intentionally dishonest, and sets the same questions in several centres in succession.

140. *Revised Office Code.*—In the report on the previous year I made some comments on the great difficulty experienced by Deputy Inspectors in carrying out all that is required by the provisions of the Office Code, so long as the office staff continued to be so deplorably weak. In some offices there is still only one muharrir. Applications have continued to come in from several districts for strengthening the office staff; and I am glad to say that in some instances this has been done by allotments from the fee increment. Another step taken during the year under report was to revise the Office Code itself so as to simplify the procedure wherever it was possible to do this without producing disorder, and to get rid of some of the tabular statements wherever any of these were found to be superfluous. The Office Code was revised at the same time and by the same method as that described above in para. 129 in reference to the Town School Code. Although the code has been lightened in certain points, it could not be very materially reduced without sacrificing the methodical working of the Village and Town school systems; and it is hoped that the office establishment in every district will be strengthened whenever an opportunity may exist of doing this either from the fee increment or from any other legitimate source. Whatever can be done to relieve the Deputy Inspector of the cares and drudgery of office routine will give him more time for the inspection of schools; and this is an object to be aimed at.

141. *Sub-Deputy Inspectors.*—In those districts of the North-Western Provinces which contain above 80 village schools, it has been usual to appoint a class of officers called Sub-Deputy Inspectors. Two such officers have been placed in independent charge; one in Lalitpur, an isolated portion of the Jhánsi district; and another at Karwi, an isolated section of the Bánda district. In the Kumaun Division, according to the scheme brought into force last year, there is no Deputy Inspector at all, but only four Sub-Deputy Inspectors, one of whom has the inspection of Garhwál, another of the Naini Tal district, and the two others of the Almora District. According to the code of "Public Elementary Schools," published some 8 years ago by the late Director of Public Instruction, a certain portion of each district, if a Sub-Deputy Inspector existed there, was allotted to the officer named, and the rest to the Deputy Inspector himself. The former was thus virtually independent of the latter, and hence his name was somewhat of a misnomer. The plan was open to objection, partly because the Deputy Inspector was still held responsible for the whole district, and partly because at the meetings of District Boards he was sometimes puzzled to know what advice or information he ought to give to the Board about schools that

he had not seen or inspected. Accordingly in the revised code of village schools prepared and published in the year under report, it was ruled that "all the Vernacular schools of a district are equally under the supervision of the Deputy Inspector; hence the Sub-Deputy Inspector has no special list of schools or special area assigned to him, but will simply act as the Deputy Inspector's assistant under the Deputy Inspector's instructions."

142. *Revised Village School Code.*—This has been two or three times alluded to already in the course of the foregoing remarks. As in the case of the Town school and Office Codes already referred to, the object mainly kept in view in preparing the revised Village School Code was to shorten and simplify, without sacrificing anything vital, on which the efficiency and orderly management of the schools depended. In the year 1892 the original code was revised and examined by a committee of Assistant Inspectors, of whom Pandit Lachmi Sankar Misra was chairman. Their proceedings were then circulated to other Assistant Inspectors and to selected Deputy Inspectors in each division. Finally these voluminous papers were examined and compared by myself with the help of two Assistant Inspectors from the 1st Circle, one from Oudh, one from Rohilkhand, and one from Allahabad. The revised code has been issued lately. It contains no radical changes—in fact, change was not the object, but simplification. The two most important changes have been alluded to already,—the one in para. 141 relating to the position of Sub-Deputy Inspectors; the other in para. 139 describing the plan adopted for securing greater uniformity of standard in the centre examinations.

143. *School sports and schools drill.*—These are much appreciated wherever it has been possible to introduce them. In all the village schools that I saw last camping season in Oudh, Rohilkhand, Meerut, and Agra, something of this kind took place after each centre examination. Running, jumping, and tug of war were practised at every centre, and prizes were awarded. School drill is taught in several schools also.

Mr. Welby, writing of the Allahabad Division, reports as follows:—"I have frequently witnessed foot-races, jumping, and fencing at the village schools. On every occasion the pupils entered most thoroughly into the spirit of the performance, and (I was glad to observe) always good-naturedly."

Aided Primary Schools.

144. There are a few Vernacular as well as a few Anglo-Vernacular schools under private (chiefly missionary) management. The following are the main statistics for both classes of schools in the year under report:—

Class of school.	Number of schools.	On rolls on 31st March.			Result of examination.		Expenditure.			
		Details.		Total.	Passed Upper Primary standard.	Passed Lower Primary standard.	Details.			Total.
		In Upper Primary section.	In Lower Primary section.				Public funds.	Fees.	Other sources.	
							Rs.	Rs.	Rs.	Rs.
Vernacular	53	295	2,615	2,910	78	273	4,886	1,576	14,695	21,157
English	15	94	899	993	21	36	7,823	1,757	7,920	17,500
Total ...	68	389	3,514	3,903	99	309	12,709	3,333	22,615	38,657

The Vernacular schools alluded to in the above statement are very like the Government village schools, and are usually examined with them in the same centre. From the two columns showing the results of the examination it will be seen that as a rule they do not succeed in passing as many students in the Upper Primary and Lower Primary standards as most of the village schools do. The English Primary schools referred to in the statement are chiefly under missionary management. They are either attached as branches to some large Anglo-Vernacular school of the same mission, as the Government branch schools are to the zila schools, or they are independent lower schools teaching up to the standard of the 5th or 7th class.

145. Among the 53 Vernacular Primary schools referred to above, there are 25 which are examined and aided under a special little code of their own, according

to which a small capitation grant is allowed for every student who passes the standard of his class, and is declared fit for promotion by the Deputy Inspector. All these schools are under missionary management. The principal statistics for the year under report are given below :—

1	2	3							4						5		6
Division.	Number of schools aided.	Classification of scholars at the last examination of the year.							Number of scholars passed during the year.						Grant earned.		Total.
		VIIA.	VIIB.	VI.	V.	IV.	III.	Total.	VIIA.	VIIB.	VI.	V.	IV.	III.	Section 10.	Section 15.	
															Rs.		Rs.
Agra	5	81	174	53	37	27	14	386	63	76	51	37	29	17	471	50	521
Oudh ...	14	152	222	91	38	26	18	547	86	97	60	26	14	10	364	215	579
Allahabad ...	2	71	38	44	43	29	19	244	45	62	60	51	37	31	342	...	342
Benares ...	3	29	58	30	5	4	...	126	34	25	12	6	2	...	67	...	67
Rohilkhand...	1	10	33	4	3	5	2	57	5	18	7	6	2	2	52	...	52
Total ...	25	343	525	222	126	91	53	1,360	233	278	190	126	84	60	1,296	265	1,561

Each student examined under this systen has cost the Government a little less than Re. 1-2-0. The schools are often of an ephemeral nature, and some of them do not remain long in the same place. Since the previous year the number of schools examined and aided under this system has decreased by five.

Indigenous Schools, unaided.

146. As I mentioned in last year's report, no dependence can be placed on the accuracy of the statistics relating to what are called Indigenous schools. They have been collected, as usual, through the Headmasters of our own schools, who are by no means greeted as friends or welcome visitors when they go to enquire about the number of scholars attending and the nature of the subjects taught. The Indigenous schools are sub-divided into "advanced" and "elementary." The statistics relating to the former are given in the following table :—

		Number of institution.	Number of scholars.			
			Hindus.	Muhammadans.	Others.	Total.
Arabic ...	1894	1,182	3,688	8,350	68	12,106
	1893	1,061	2,895	8,170	7	11,072
Sanskrit ...	1894	433	5,644	5	27	5,676
	1893	365	4,285	20	...	4,305
Other Oriental classics.	1894	42	353	45	...	398
	1893	32	382	85	...	467
Total ...	1894	1,657	9,685	8,400	95	18,180
	1893	1,458	7,562	8,275	7	15,844

147. Those schools which are classed as "elementary" teach either (*a*) Hindi in the form of Kaithi or Mahajani, or (*b*) Urdu with or without the rudiments of Persian. Most of these are not schools in the proper sense of the term, but small gatherings of students placed under some one employed as a private tutor for teaching his own sons with a few of his friends' and neighbours' sons, if there happen to be any. In the year under report 35,109 boys and 786 girls were said to be studying at 3,094 and 44 schools respectively. In last year's report the numbers returned were 38,316 boys at 3,224 schools and 1,764 girls at 94 schools. If these figures are correct, there has been a decrease in the number of scholars of either sex as well as in the number of schools.

148. The number of boys and girls studying the different languages in these institutions is compared as follows :—

Language.	Scholars.			
	Boys.		Girls.	
	1894.	1893.	1894.	1893.
English	2,016	1,714	..	20
Oriental	6,752	8,714	336	66
Vernacular	26,625	28,106	450	1,486
	35,393	38,534	786	1,572

The figures show an increase of those who are learning English privately, and a decrease of those who are learning some Oriental or some vernacular language. Mental arithmetic according to the bazar system and Kaithi or Mahajani penmanship are chiefly taught at the Hindi patshalas, and Urdu reading and writing, but not arithmetic, at the Persian maktabs. As the same system of mental arithmetic is now taught in Government village schools, the Hindi patshalas can flourish only in places where the Government village school is not within reach.

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

149. This section deals with schools attended by native girls as distinct from those attended by European girls and aided under the European code, which will be described in Section VIII. Schools of this description, though very much fewer than the corresponding boys' schools, fall, as they also do, under the two main classes—Primary and Middle—and are distinguished, as they also are, into Vernacular and Anglo-Vernacular.

150. *Primary Schools under public management.*—The following table includes all Primary girls' schools, except those which are maintained from private funds aided or not aided by the State, and managed by private individuals or bodies. It therefore includes all schools maintained by Government funds or by municipal allotments. In the city of Lucknow there are ten schools of the Primary grade which are maintained solely by the Municipality :—

Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar. (*b*)
		Upper Primary section.	Lower Primary section.	Total.	Public funds. (*a*)	Fees.	Other sources.	Total.	
					Rs.	Rs.	Rs.	Rs.	
1894 ...	124	180	2,674	2,854	16,597	...	...	16,597	6·0
1893 ...	128	162	2,718	2,880	16,285	...	...	16,285	5·9

(*a*) Including expenditure from Municipal funds.

(*b*) The incidence per scholar is calculated on the average monthly number of scholars on the rolls.

151. Regarding the state of these schools in the past year, the following remarks are given for each circle :—

First Circle.—In the Meerut Division there has been an increase of one school in the Meerut district, which raises the number from 11 to 12. Seven out of these twelve schools are in the Aligarh district. The Assistant Inspector, who visited five of these last year, has recorded the following remarks :—"The reading was generally fluent, but the meanings of words were not known. Writing satisfactory. Arithmetic required greater attention. Excepting the Háthras school, which had a first class of two girls, the other schools had only lower classes. The marriage of girls takes place at an early age, and they leave school as soon as they are married, being compelled by custom to observe the *purdah* system."

In the Agra Division there were 17 girls' schools in the year under report against 18 in the previous year. Out of the 344 students enrolled on the 31st March 1894, all but nine were in the Lower Primary stage. Commenting on these statistics, the Assistant Inspector writes as follows :—"The general aspect of the schools is not encouraging. This is due in my opinion (*a*) to the want of competent mistresses ; (*b*) to a want of due appreciation on the part of the people ; (*c*) to a want of proper supervision on the part of the district inspecting officers ; and (*d*) to a want of interest among the members of the District Board." He adds that many of the schools are situated in out-of-the-way places, where they are not easy of access, and regrets that they were not established in the head-quarters of tahsíls or other large towns, where they could be more easily inspected.

In the Bundelkhand Division there is only one girls' school, and this at Srinagar in the Hamírpur district. This solitary school is reported to be doing very fairly :— "The school is in fair order," writes the Assistant Inspector, "and some needle-work is also taught. No *purdah* system is observed."

152. *Second or Oudh Circle.*—In this circle the number of girls' schools maintained by the District Boards was 29 in the past year against 31 in the previous one; and the number maintained by the Municipality of Lucknow remained at its old number, 10. The following table gives the main statistics for the last two years :—

		Number of schools.	Enrolment on 31st March.	Number of girls learning.		Expenditure.	Class III, Upper Primary.		Class V, Lower Primary.	
				Hindi.	Urdu.		Presented.	Passed.	Presented.	Passed
						Rs.				
Maintained by District Boards.	1893-94 ...	29	674	331	346	4,025	13	4	62	40
	1892-93 ...	31	679	342	335	4,060	28	24	37	32
Maintained by the Municipality of Lucknow.	1893-94 ...	10	253	55	160	2,931	5	3	25	19
	1892-93 ...	10	255	54	167	2,967	10	8	22	13
Total ...	1893-94 ...	39	927	386	506	6,956	18	7	87	59
	1892-93 ...	41	932	396	504	7,027	38	32	59	54

Of the schools maintained by District Boards, nine are in the Eastern or Fyzabad Division of Oudh, and the remaining 20 in the Western or Lucknow Division. Nine out of these 20 schools are in the Hardoi district only, and amongst them the Pihani girls' school has long taken, and still holds, the lead both in tuitional results and in needle-work. Six more are in the Kheri district. Here, as elsewhere, the weakest subject is arithmetic. The ten Municipal schools in the City of Lucknow are among the best Primary girls' schools in the province. A larger proportion of girls attending these schools pass in needle-work than elsewhere. These schools have from some years past been indebted to the assiduous attention bestowed upon them by Miss D'Abreu, the Deputy Inspectress. The tuitional results in the Upper Primary section do not show so well in the past as in the previous year. But this does not imply deterioration or laxity of management, since an unusually large number of marriages might in a single year carry off most of the girls in the Upper Primary class.

153. *Third Circle.*—In the Allahabad Division the year under report began and ended with the same number of schools, *viz.*, 11; but the enrolment has fallen from 229 to 217, while the average daily attendance on the contrary has risen from 168 to 177. "There seems to be no improvement in the teaching," as Mr. Welby reports, "and we have no right to expect any, until we can provide more competent teachers, of which there seems to be little probability for some time to come." Out of the 217 enrolled, five passed in the Upper Primary standard, and seven in the Lower Primary.

In the Benares Division there were 12 Primary girls' schools at the close of the past year. Writing of these schools, the Assistant Inspector (Pandit Lachmi Sankar Misra) reports as follows :—"I have not found any improvement in the girls' schools since the previous year, and I do not expect any under the present system. To ensure any success in female education, it is necessary that the schools be inspected by ladies. As long as this is not done, I am sure the schools will not attract girls of respectable classes, as the *purdah* system has a very strong hold on the minds of the inhabitants of these provinces."

154. *Fourth Circle.*—In the Rohilkhand Division there were 32 girls' schools of the Primary grade in the past as in previous year. The total enrolment stood at 801 on the 31st March 1894. All of these 801 students, except 33, were in the Lower Primary section. Out of the 32 girls' schools in the Rohilkhand Division, no fewer than 12 are in the Budaun district, and no fewer than 11 in the Bareilly district; and all the 33 girls enrolled in the Upper Primary section belong to these two districts.

In the Kumaun Division there are no Primary girls' schools under public management.

Aided Primary Girls' Schools, Vernacular.

155. The Primary girls' schools hitherto reported on are all under public management—that is, maintained and managed either by a District Board or by a Municipality. In addition to these, there were in the year under report 118 schools of the same description maintained by missionary bodies and aided by grants from State funds. The statistics of expenditure for the last two years are shown below :—

Years.	Number of schools.	Number of scholars.	Expenditure.			
			From public funds.	From Municipal funds.	Other sources.	Total.
			Rs.	Rs.	Rs.	Rs.
1893-94	118	4,220	16,792	772	42,078	59,642
1892-93	128	4,417	16,730	1,049	41,633	59,412

These schools, as I have stated, are all under missionary management. All of those in the Oudh Circle are in the city of Lucknow, excepting one purely Christian school at the Christian village of Pannahpur in the Kheri district, two mixed schools in Fyzabad, and one in Bahraich; some being under the Methodist Episcopalian, and others under the Church Mission. The Lucknow City schools are inspected by Miss D'Abreu, the same lady who inspects the Municipal schools on behalf of the Municipality. She reports "that out of an enrolment of 216 pupils, only two girls passed in the 3rd class, only two in the 4th, one in the 5th, and two in the 6th. The rest all failed." The schools managed by the Methodist Episcopalian Mission are said to have deteriorated, and most of them are described as "apologies" for schools; while those under the Church Mission are reported "to be doing fairly."

156. In the Benares Division the schools of the kind under report are for the most part situated either in Benares or in Gorakhpur: there is only one in Azamgarh, one in Gházipur, and one in Ballia. The Assistant Inspector (Pandit Lachmi Sankar Misra), writing of these schools, reports as follows:—"They generally show very large roll numbers; but in these schools more than half the number consists of mere infants who scarcely know the alphabet. In these schools greater attention is paid to religious teaching, and consequently they are not popular with the higher classes of natives. They generally contain girls of the lowest castes, many of whom attend the school for the sake of clothing and pice, which are occasionally distributed to them. Without these inducements I am perfectly certain that these schools would be deserted in no time. Some of them obtain very handsome grants-in-aid from Government; but I am of opinion that the real work done is not at all proportionate to the Government expenditure incurred in helping them to be kept on." It is true that female education is in a backward state everywhere; but the picture here drawn is less favourable than that received from Lucknow, and seems a little overdrawn.

157. *Middle Vernacular Schools.*—There are two Vernacular girls' schools in the province which prepare candidates for a Vernacular Middle examination. One of them is situated in Lucknow, and is supported partly by an aid from Government and partly by the Municipality; the other at Gola in the Gorakhpur district, and is maintained by the District Board. It is a noticeable fact that among the Aided girls' schools maintained by private individuals or societies, there is none which has been able to prepare candidates for the Middle examination. The results of last year's examination are given below :—

Name of school.	Number of candidates.	Passed in division—			
		I.	II.	III.	Total.
Middle Class Girls' School, Lucknow	4	...	...	1	1
Gola Girls' School, Gorakhpur	2	...	1	1	2
Charkhari School	4	1	3	...	4
Total ...	10	1	4	2	7

The Charkhari school named in the above list is in a foreign State. As its manager applied for its admission to the examination, copies of the question papers were sent. The examination is almost up to the same standard of difficulty as that of the Middle

vernacular for boys. The department has been indebted in the past, as in the previous years, to Pandit Lachmi Sankar Misra for setting the question papers and for allotting the marks. This is the third year in which this examination has been held. Out of the four candidates whose names were sent up from the Lucknow schools, one was absent, one failed in Mathematics and Science, and one in History, Geography, and Science. Hence only one out of the four passed. The other two schools passed all their candidates.

158. *Aided Girls' Schools, Anglo-Vernacular.*—I come now to those girls' schools in which English forms part of the instruction. All of these are under missionary management, and are almost, if not quite, exclusively attended by the daughters of native Christians. The comparative results for the last two years are given below:—

		Number of schools.	Number of students.			Expenditure.			
			In Secondary stage.	In Primary stage.	Total.	Public funds.	Municipal funds.	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Secondary	1893-94 ...	11	137	775	912	11,544	144	26,950	38,638
	1892-93 ...	10	141	749	890	11,004	144	22,373	33,521
Primary...	1893-94 ...	5	...	271	271	2,532	...	6,863	9,395
	1892-93 ...	6	...	339	339	2,952	...	8,148	11,100
Total...	1893-94 ...	16	137	1,046	1,183	14,076	144	33,813	48,033
	1892-93 ...	16	141	1,088	1,229	13,956	144	30,521	44,621

There are thus 16 schools altogether in which English is taught, and of these five are in the Primary and 11 in the Secondary grade. Out of these eleven, there are nine which do not aim at anything above a Middle standard, and two which go beyond this and prepare candidates for Matriculation. One of these is at Lucknow (under the superintendence of Miss Thoburn) and the other at Dehra. The attendance on the whole has not been quite so good as in the year 1892-93, and the expenditure has been higher.

159. *Girls' Middle English Examination.*—In the year under report a Middle English examination for girls was, for the first time in the history of education in this province, established, and the first examination was held in April last, near the time at which the boys' examination was held, but under different rules. The result of this examination is shown in the statement given below:—

Name of school.	Number of candidates.	Passed.
Jumna Mission Girls' High School, Allahabad	8	2
Lal Bag Girls' High School, Lucknow	12	1
Girls' Orphanage School, Bareilly	3	1
Mission Girls' School, Almora	3	2
Girls' Boarding School, Shâhjahânpur	6	...
Total ...	32	6

The result cannot be called a brilliant one; but it is something to have made a beginning, and allowance must be made for the fact that less than one year was available for preparation, and that the schools up to that time had been working without any generally recognised curriculum. Better success and keener competition may be anticipated in future years. The Inspectress of Schools, who was appointed near the close of the year 1892-93, went round and visited all the schools, so as to ascertain what curriculum would be generally suitable from the alphabet upwards, and what standard should be fixed upon for the girls' Middle English examination. The standard that was decided on with the assent of the different managers is easier than that for boys' schools; and hence if any girls desire afterwards to compete for Matriculation, it will take three years instead of two to prepare for it. But at present there are only two girls' schools in the province that have ever prepared for Matriculation or seem likely to do so; and thus in fixing upon a Middle standard, it was necessary to adapt it to the capabilities of the majority of the schools. If the appointment of an Inspectress of schools is retained (as I hope it will be), and if the working of the scheme is carefully watched, I believe that the girls' Middle English examination will become popular, and the schools in preparation for it will become the best girls' schools in the province.

SECTION VII.—EDUCATION, SPECIAL.

160. Under the heading of Education, Special, two classes of schools are included—(1) the Normal schools, and (2) the Industrial school. At present there is only one Industrial school in the province, and this at Lucknow, the only city in the province in which large railway workshops have long been established. At Jhánsi, which has now become an important railway centre, similar workshops are in process of being established, and there has been some correspondence during the past year regarding a proposal to partially utilise the Jhánsi Anglo-Vernacular school for forming industrial classes similar to those at Lucknow. Nothing, however, has been settled so far.

SUB-SECTION 1.—*Normal Schools.*

161. During the year under report, as in the previous year, the number of Normal schools for the entire province was three. The abstract of enrolment and expenditure is shown below :—

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teacher.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
Agra	83	14,510	...	...	14,510	174·8
Lucknow	132	19,841	...	10	19,851	150·4
Allahabad	82	13,672	...	...	13,672	166·7
Total ...	297	48,023.	...	10	48,033	161·7

162. The Normal school at Allahabad trains vernacular teachers for the Allahabad and Benares Divisions (3rd Circle); that at Lucknow, which is much larger than the other, trains them for the two divisions of Oudh (2nd Circle) and for the Rohilkhand Division (4th Circle); that at Agra is intended, but is not able, to train teachers for the Meerut, Agra, and Bundelkhand Divisions, (1st Circle). Thus the first trains for two divisions, the second for three, and the third for three. The third, however (Agra), is much smaller than the second, and is therefore unable to do the work required of it. The buildings are too small to accommodate, and the stipends are not enough to maintain, as many students as are required to keep up a fresh stock from year to year of *certificated* teachers for the Vernacular schools of the Meerut, Agra, and Bundelkhand Divisions. On examining the school in the last camping season, I found that this had been going on for some years past; and the consequence has been that as fast as certificated teachers leave the department from death or other causes, there are not enough certificated men to take their places: so the number of uncertificated teachers increases rather than decreases. The Agra Normal school is sufficient for the two divisions of Agra and Bundelkhand. But it is not sufficient for the Meerut Division as well. One remedy would be to increase the buildings and the stipends at the Agra school up to the extent of the requirements of the Meerut Division. Another would be to detach the Rohilkhand portion of the staff and stipends from the Lucknow Normal school, and, by adding these to the additional stipends required for Meerut, to establish a fourth Normal school for the Rohilkhand and Meerut Divisions. The last is the plan which would be most convenient; for at the present time there is no Normal school in the province north of Lucknow; and the two large divisions of Meerut and Rohilkhand have no Normal school of their own. Moreover, these two divisions are very well connected with each other by roads and railroads, and, if they were reunited, would make a suitable fourth circle, which should therefore have a Normal school of its own.

163. During the year under report the tuitional staff at the Agra Normal school was reduced to the extent recommended by the Circle Inspector, Mr. Budden. As the school was teaching only 83 students, and as there was no immediate prospect of getting the buildings enlarged or the allotment or stipends increased for the entertainment of additional candidates; it was unnecessary to maintain the tuitional staff at its former strength. This saves any waste of public money so long as the present condition of things continues; but the question as to how the Vernacular schools of the 1st Circle are to be supplied with a sufficient annual relay of certificated teachers still remains to be solved.

164. The results of the examination held in April last for certificates in the upper and lower grades are shown in the tabular statement given below :—

Class of candidates.		Upper grade.			Lower grade.		
		Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.
Normal students ...	Agra ...	19	15	79	62	56	90
	Lucknow ...	13	6	46	118	89	75
	Allahabad ...	22	21	95	59	57	97
	Total ...	54	42	78	239	202	85
Private candidates ...	Agra ...	1	...	...	6	3	50
	Lucknow ...	19	2	11	52	11	21
	Allahabad ...	4	...	...	76	5	7
	Total ...	24	2	8	134	19	14
GRAND TOTAL ...		78	44	56	373	221	59

The results in each school have been satisfactory, although in the Lucknow Normal school the percentage of passmen in both grades is decidedly lower than in the other two. This is not a thing to be regretted. The Lucknow Normal school has found itself well able to supply as many certificated teachers as are required for the three divisions associated with it ; and if greater strictness in the examination will lead to greater thoroughness in the teaching to be given by the candidates sent out as teachers, there is the less reason to regret a lower percentage of passmen. Percentages of 95, 97, and 90 seem to be rather higher than one could expect, considering that in every subject 50 per cent. is the minimum required for passing, and that no candidate is considered to have qualified unless he obtains this minimum in *all* the subjects.

165. It will be seen from the above table that in each Normal school there are two distinct grades of study, an upper and a lower. The former trains men for Middle Vernacular teacherships ; the latter for teacherships in Village schools or in the Primary classes of Middle schools. Those who come out best in the lower grade examination are selected for the upper grade, in which they study for one full annual session. As every Assistant and Circle Inspector is well aware of the number of vacancies likely to occur in Middle or Town schools, he is not likely to go far wrong in the number of students selected for promotion to the upper grade.

166. It will further be seen from the above statement that private candidates are allowed to appear as well as candidates who have been studying in the Normal school itself.

The private candidates are uncertificated teachers who are encouraged to prepare themselves by private study, instead of leaving the Village or Town schools in which they are posted, and attending the Normal school for a regular annual session. As might be expected, the proportionate number of passmen from among this class of candidates is a good deal less than that from among the regularly trained students. Nevertheless, they are to be commended for their attempts to pass by private study, and Inspectors will no doubt see the propriety of encouraging those who have failed to make a further trial.

167. *Revised Normal School Course.*—The year under report was the first occasion on which the new Normal school course came into operation. It came into force from 1st July 1893, and the schools were examined under its terms in April 1894.

In the revised lower grade course the chief principles embodied are (1) that no stipend-holder will receive less than Rs. 7 a month ; (2) that the period of instruction is reduced from two years to one ; (3) that Persian and Sanskrit are entirely excluded from the curriculum ; (4) that every student must pass in both forms of the vernacular ; (5) that admission is restricted to those who know both forms of the vernacular before they apply for it, and to those who have passed the Middle Vernacular examination ; (6) that every student must pass an examination in Rent and Revenue Law, and must show a practical acquaintance with the records maintained by patwáris ; and (7) that he must pass in Roman Hindustani.

In the upper grade course the period of study is likewise limited to one year ; but as the selection is made from among those students who come out best in the lower

examination, the upper course, if we include the year spent in the lower one, may be said to cover two years. Persian and Sanskrit are excluded from this course as from that of the lower grade. Algebra is excluded, as this forms no part of the Middle examination. Every student must pass in both forms of the vernacular, and pass high enough to teach both forms of the vernacular up to the standard required for Middle schools. A higher course of Roman Hindustani is required.

In every school Geometrical drawing is now being taught, and all students undergo a training in physical exercises and in school drill. For the teaching of Physical Science, a sufficient stock of apparatus and materials has been provided. In all the schools instruction is given in field-measuring with the chain and plane-table.

168. In consequence of the reduction of the course from two years to one, the number of men who in April 1894 qualified for teacher's certificates in either grade is a good deal larger than that of April 1893. In April 1894, 42 qualified in the upper grade as against 38 in April 1893; and 202 in the lower grade as against 80. In the upper grade the difference of number is not so marked as in the lower, because prior to July 1893 it had been the custom in the North-Western Provinces to place more men in the upper grade than were needed for the vacancies in Middle teacherships; and those who were not needed for this purpose were sent to village teacherships. The plan did not work well, and was thoroughly unsound in principle, because such men when they were sent out as teachers were not content with the pay and position of village schoolmasters; and hence arose the custom, that is now steadily discouraged and suppressed in all the divisions of the North-Western Provinces, of tacking Middle sections on to Village schools.

169. It may be observed that from the three divisions of the Agra Normal school (Meerut, Agra, and Bundelkhand), the number of qualified men turned out in April 1894 for village teacherships was not larger, and was in fact a little smaller, than that turned out from the Allahabad Normal school for the two divisions of Benares and Allahabad; whereas it ought to be one-third as large again if the three divisions are to be adequately provided from year to year with certificated teachers. This arises from the fact, to which I have alluded above, that even after the reduction of the course from two years to one, the amount of accommodation at the Agra Normal school and the sum set apart for stipends are not sufficient for more than two divisions.

SUB-SECTION 2.—*Industrial School, Lucknow.*

170. This school was opened by Sir Auckland Colvin on 1st November 1892. In last year's report I gave the history of its progress up to 31st March 1893. During the year that has elapsed between April 1893 and April 1894, several changes of a more or less material nature have been made in its status and working:—

(1) At first none of the students paid any fees, and none but the sons of native artisans (chiefly railway artizans) were admitted. Now the number of free scholars is limited to 100, and admission is not restricted to the sons of artisans, although the privilege of free admission is restricted to students of this description.

(2) The sons of Europeans and Eurasians are now admissible under the rules, and 20 are allowed to be admitted free, provided they are unable to pay the tuitional fee.

(3) The curriculum has been so modified (under a Government Order passed in October 1893) that whereas formerly five hours a week were given to English, these are now restricted to three.

(4) Blacksmith's work was introduced in August 1893, and the managing committee was fortunate enough to secure the services of a very competent man from the railway workshops.

171. Until receipt of the Government Order dated 21st October 1893, by which the teaching of English was reduced, the time table was as follows:—

English	5	hours a week.
Vernacular	5	ditto.
Arithmetic	5	ditto.
Drawing	10	ditto.
Carpentry or smith's work	10	ditto.

The two hours which were then taken from English have since been given to drawing and carpentry.

172. *Enrolment.*—The accompanying table shows how the enrolment and attendance stood on 31st March 1894 :—

Total on the rolls.	Average monthly enrolment.	Average daily attendance.	Percentage of attendance.
135	122	94	77

One hundred and thirty-six boys were admitted during the year, making, with the 151 admitted in the five months that commenced with 1st November 1892 and ended with March 1893, a total of 287 admissions in 17 months. Out of these 287 students, 50 left in the five months of 1892-93 and 102 within the year under report. The Head-master attributes the large number of withdrawals during the past year to the reduction of the hours devoted to English. He says that in the month after the order came the number fell from 131 to 113. On the whole, however, the progress in enrolment and attendance has not been unsatisfactory. The number of pupils on the rolls on the 31st March 1894 was 135 against 101 on the previous year; and out of these 135 students, 89 were sons of artisans who paid no fees against 46 students who paid fees, and whose parents belonged to other callings. A more rapid rate of progress would be hardly practicable without putting up a much larger building than the one at present occupied, and adding to the present tuitional staff.

173. *The Blacksmiths' branch.*—This branch, which was opened in August 1893, is far more popular with the bulk of the students than carpentry. The reason perhaps may be that the wages earned by an ironsmith are greater than those usually earned by a carpenter. The Head-master reports as follows :—"A large number of boys are anxious to join this (the blacksmiths') department, but I am unable at present to comply with the wishes of all. They are being gradually transferred from carpentry to the blacksmiths' shop as vacancies arise by the withdrawal of boys. The result of this will be that the course of instruction in blacksmith's work will not be uniform for any one class, and boys who will eventually take up that trade will have to go on with carpentry for an indefinite period, and acquire proficiency in neither subject. Even the present number of boys is too large for the teacher to manage." Commenting on these words, the Circle Inspector adds that a second teacher of smith's work is required just as a second carpentry instructor was appointed from the first.

174. Of the 89 students whose fathers were artisans, 7 were sons of carpenters, 7 of blacksmiths, 2 of tinsmiths, 21 of fitters, 9 of turners, 3 of moulders, 7 of painters, 2 of watch-makers, 7 of shunters and engine-drivers, 8 of rivetters, 3 of sawyers, and 13 men of other trades. The remaining 46 students, all of whom paid fees, were sons of shopkeepers, teachers, cultivators, and clerks.

175. Classified according to religion, 71 were Hindus, 51 Muhammadans, and 13 Christians. Among the 71 Hindus, the following castes are represented :—15 Brahmans, 2 Baids, 2 Khatris, 11 Kayasths, 2 Bhats, 2 Baniyas, 10 Lohárs, 7 Ahirs, 4 Lodhs, 5 Barhais, 3 Telis, 4 Kahars, 1 Kori, 1 Tumboli, 1 Sonar, and 1 Mali.

176. *Expenditure and income.*—The sum of Rs. 4,930-15-1 was expended during the year on salaries and contingencies, of which Rs 58-1-6 were obtained from fees and from the sale proceeds of spikes. The incidence of cost per scholar, notwithstanding the increase in the establishment, has decreased from Rs. 47 to Rs. 39. The following extract from the report by the Circle Inspector (who is one of the members of the committee of mangement) shows how the income might be increased :—"Spikes, bolts, and rivets are now made in the school, and in consequence the stock in hand keeps on increasing. Spikes can readily be sold in the bazar, but unless the Public Works Department takes the bolts, rivets, and nuts, which can, if necessary, be made to any specification, there is practically no sale for them. If the engineers of the Public Works Department can be induced to purchase these articles, this will be a permanent source of income to the school, out of which tools, waste materials, and other necessaries can be purchased."

177. *Manufacture of apparatus and appliances.*—In the three practical branches of the school work efforts are being made to keep the school supplied with apparatus

and appliances, which would otherwise have to be bought. On this point the Inspector writes as follows:—"Certain tools and implements, such as a stock with a complete set of taps and dies, a beam scale, hammer, and tongs, have been made in the blacksmiths' shop, and a hand-drilling machine will soon be ready.

"Four models in the drawing classes have been made in the carpenters' shops, and others are in course of preparation.

"An extra set of drawing copies, some projections, plates, and standards for the carpentry class in curving and joinery were prepared by the head drawing-master."

The school has also been of great assistance in preparing sets of scientific apparatus for those zila and aided schools in which Science classes have been opened. One nearly complete set has been sent to Moradabad, the whole of which was prepared in the Industrial school, excepting the glass and brass work, which was made by outside artisans. A similar set is now being prepared for the zila school at Aligarh. "If a metal-turning and screw-cutting lathe were furnished to the school, most of the brass work could be done in the school also, and the boys would thus have opportunities of watching the several processes and assisting in the work generally."—(Extract from Inspector's report.)

178. *Committee and staff.*—The committee of management originally appointed consisted of the Superintending Engineer, the Superintendent of the Locomotive Workshops in the Oudh and Rohilkhand Railway, and the Director of Public Instruction. In the year under report the Inspector of the Oudh Circle was added to the committee. The satisfactory progress that the school has made is due to the good work done by the tuitional staff, amongst whom the Inspector especially commends the Headmaster (Tara Prasanno Banerji), the chief drawing-master (Radha Kissen,) and Chedi Mistri, the ironsmith instructor.

179. *Building.*—The school is still carried on in the Wingfield Manzil, which was lent to the Government for that purpose by the talúkdárs of Oudh. Until a large new building is erected on the opposite side of the road, it will not be possible to add materially to the numbers and usefulness of the school. It was a matter of great convenience, considering the precipitate haste with which the school was opened in October 1892, to find a building so close to the site selected for the permanent location of the school. But if the school is to be developed beyond its present operations, a larger and more suitable building will be necessary. "Some of the class rooms," as the Inspector reports, "are too small, and the verandah used for the drawing class is not at all suitable, being very dark. Also the verandah used for the blacksmiths' shop is too narrow." There are a great many small rooms in the Wingfield Manzil which could be used for boarders, and applications have already been received from persons residing at distances from Lucknow. In fact, when the new building is erected, the main or only use of the Wingfield Manzil will be that of a boarding-house for outside students.

SECTION VIII.—THE EDUCATION OF SPECIAL CLASSES.

SUB-SECTION 1.—*Schools under the European Code.*

180. European schools have a special code of their own, and are on quite a different footing from Anglo-Vernacular schools attended by students of purely Indian parentage. None of these schools are under public management or are wholly maintained by the State. Almost all, however, receive grants-in-aid under the code specially provided for this purpose, and all undergo each year two kinds of public test—(1) the annual oral examination held by the Inspector of European Schools *in situ*; and (2) the annual written examination in the Primary, Middle, and High standards respectively held at certain selected centres by a Board of Examiners appointed by the Education Department.

181. The office of Inspector of European Schools was held during the greater part of the year under report by Mr. C. Dodd, who was also the Inspector of the Rohilkhand and Kumaun Divisions. This gentleman after a long and meritorious service retired on pension on 28th February 1894. Mr. Boutflower, who up to that time had been Inspector of the 1st Circle (Meerut, Agra, and Bundelkhand), was at his own request transferred to Mr. Dodd's appointment, as he preferred the work of European Schools. Under the new scheme, if this is sanctioned, the Inspector of European schools will be relieved of the Rohilkhand Division, and have only the Kumaun Division, in addition to the European schools. The relief which this arrangement will afford is much to be desired; for the number of European schools aided under the code has risen from 30 to 42, and this entails much additional labour on the Inspector. Were it not for the very great help that for several years past has been rendered by Mr. Wright, the Principal of the Benares College, in carrying out the annual written examination in the three standards named above, it would have been impossible for the Inspector to get through the work.

182. The following table shows for the last two years the attendance in each section at the aided European schools :—

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.
Boys	73	93	428	325	706	604	148	190	1,355	1,212
Girls	51	70	353	343	579	375	319	148	1,302	936
Total ...	124	163	781	668	1,285	979	467	338	2,657	2,148

The large increase in attendance in all sections except the High is due to the fact already alluded to that twelve more schools have come into the aided list, and a thirteenth school is expected to be added shortly, the school at Chunar, in the Mirzapur district, about which there has been some correspondence of late.

183. The proportion of students attending schools in the hills as compared with those in the plains will be seen from the figures given below, which, however, do not include students enrolled in the Infant department :—

	Boys.		Girls.	
	1894.	1893.	1894.	1893.
In the hills	720	561	332	325
,, plains	487	461	651	463
	1,207	1,022	983	788

184. The State expenditure on these schools, disbursed partly in grants earned under the code, and partly in help given in charity to indigent children, is shown in the following table for the last two years. This table does not include expenditure on account of scholarships :—

Class of schools.	Number of schools.	Grants earned under the Code.	Grants under article 28 of the Code (Final Standard examination) and article 53.	Payments for school fees and boarding charges of indigent children.	Total.
Boys.		Rs.	Rs.	Rs.	Rs.
High ... 1894 ...	12	33,654	2,535	3,025	39,214
... 1893 ...	9	27,366	5,160	2,749	35,275
Middle ... 1894 ...	2	2,230	...	377	2,607
... 1893 ...	2	2,557	...	265	2,822
Primary ... 1894 ...	6	10,291	...	1,929	12,220
... 1893 ...	5	7,860	...	2,181	10,041
Total ... 1894 ...	20	46,175	2,535	5,331	54,041
... 1893 ...	16	37,783	5,160	5,195	48,138
Girls.					
High ... 1894 ...	11	30,132	3,750	1,510	35,392
... 1893 ...	9	26,368	6,090	1,460	33,918
Middle ... 1894 ...	1	5,271	...	1,375	6,646
... 1893 ...	2	5,325	...	645	5,970
Primary ... 1894 ...	10	12,431	...	2,012	14,443
... 1893 ...	3	2,320	...	...	2,320
Total ... 1894 ...	22	47,834	3,750	4,897	56,481
... 1893 ...	14	34,013	6,090	2,105	42,208
GRAND TOTAL ... 1894 ...	42	94,009	6,285	10,228	1,10,522
... 1893 ...	30	71,796	11,250	7,300	90,346

The total expenditure has therefore risen from Rs. 90,346 to Rs. 1,10,522, and this is chiefly due to the facts (1) that the following schools, *viz*, Oak Grove and Philander Smith Institute (Mussoorie), St. Francis' School (Lucknow), St. Aloysius' School (Agra), and St. John's School (Meerut), have for the first time been placed on the

the grant-in-aid list; and (2) that the Railway schools at Saháranpur, Tundla, Cawnpore, Ghaziabad, Aligarh, and Mogal Sarái have had their grants restored to them with retrospective effect. The special grants given by the State towards the education of indigent European and Eurasian children amounted last year up to 31st March 1894 to Rs. 10,228 against Rs. 7,300 in the year ending with 31st March 1893.

185. The average cost to Government of each scholar in average attendance is shown below for the last two years:—

	Boys.		Girls.	
	1894.	1893.	1894.	1893.
High Schools	37	41	46	49
„ Middle	28	31	39	35
„ Primary	60	36	39	30
Total ...	40	39	43	45

The incidence of cost per scholar has therefore been practically the same for the last two years, each boy having cost the Government one rupee more, and each girl two rupees less. Among the sources of private income are included tuition charges, boarding charges, donations from missionary societies, and proceeds of endowments.

186. *The Vernacular as a class subject.*—The subjects for which grants can be earned are sub-divided into (*a*) the elementary or compulsory; (*b*) class subjects, which are optional, but which, if taken up at all, must be taken up by the *entire class*; (*c*) special subjects, which are not merely optional, but can be taken up by individual students, whether the entire class takes them up or not. The vernacular languages of this province were until October 1893 among the special subjects. From the date named they have, with the approval of Government, been made *class* subjects; and whereas formerly they were not commenced even as special subjects until Standard V, they are now commenced in Standard III, or at least two years earlier. A capitation grant of Rs. 3 is allowed for passing in Urdu or Hindi in Standards III and IV (Primary); and in the Middle and High schools the same grant is given as that prescribed in the code. The utility of this addition to the list of class subjects scarcely admits of question; for next to English no language can be of greater service to those whose lot has been cast in India than the vernacular or vernaculars of this province—vernaculars which are widely used not only in the North-Western Provinces and Oudh, but in Behar, the Panjab, and the Central Provinces. Urdu has never been a popular study at European schools. Nevertheless, almost all the schools have now taken up either this or Hindi, the only exceptions, so far as I know, being St. Fidelis' Orphanage and Oak Grove at Mussoorie, and the Ramnee Convent and the Priory Boys' School at Naini Tal. As this was the first year in which students were presented for examination in Urdu or Hindi, the results in the Inspector's oral examination were not good; but the teaching will no doubt improve by degrees, especially when a paper in one of the vernaculars is set, as it will be in 1895 and future years, for the Primary Scholarship examination held at the close of each calendar year. The poor boys and orphans who are educated in St. Fidelis' Orphanage, and who have to make their way in the world against unusual difficulties, would derive more benefit (one would suppose) from learning one of the vernaculars of the country than from the study of Latin or French.

187. *Result of Entrance Examination.*—A few schools attended by Europeans and aided under the code sent up candidates for the Entrance Examination of the University; but it was ruled several years ago that no capitation grant should be given for such students, as it was believed that the High or Final standard laid down in the code was more suitable for students of European or East Indian parentage. The number of candidates who appeared last April for the Entrance Examination is given below:—

	Presented.	Passed.
Boys' High School, Allahabad	6	1
St. Joseph's Collegiate School, Allahabad	2	1
St. Peter's Collegiate School, Agra	3	1
Total ...	11	3

In the previous year the number of candidates presented was 13 and the number of passmen 10. But the schools which sent up candidates that year were four in number, and, with one exception, they were not the same schools as in 1894. The only school which has presented candidates for two years in succession is St. Joseph's Collegiate school, Allahabad.

188. Since the above rule was passed restricting the capitation grant to those students who take up the High standard of the European Code, and refusing any grant to those who pass the University Entrance Examination, the new examination, called the "School Final," has been established in this province. This scheme was prepared for the benefit of Anglo-Vernacular schools, and not for that of European ones. It is open

to question, however, whether European schools might not be permitted to prepare for this examination if they prefer it, and be allowed grants for so doing on the same scale as the grants given for the High standard of the European code. In the subjects of Mathematics, History, General and Physical Geography, Elementary Science, and Drawing, the School Final Examination of Anglo-Vernacular schools proceeds on very much the same lines as the High standard examination of the European code. The English literary text-books in the "High standard" are (it is true) of a more advanced character than those in the "School Final;" but the Urdu course is a good deal lower. The great benefit that European and East Indian students might derive from studying for the School Final in preference to the High standard would be the impetus that would be given to the study of Urdu. Competing, as they would, with native students, to whom this language is of course much easier, they would be forced to aim at reaching the same level of proficiency: and I think there is no doubt that one of the causes which have made it difficult for young men from European schools to find a suitable career in their own country has been their inability to read and write the vernacular with the same facility as natives. There is scarcely any kind of occupation in which such knowledge would not be useful to them. If the European schoools were allowed to take up either course, and received as much encouragement for the one as the other, it is possible that the two examinations might eventually merge into one, and the department would thus be saved the labour of holding the High standard examination.

189. I come now to the subject of the written examinations held annually in December in the three main standards of the European code, *viz.*—

(1) The Primary Standard (Standard IV).
(2) The Middle Standard (Standard VII).
(3) The High Standard (Standard VIII).

These three public examinations are held simultaneously at certain selected centres to which candidates are collected for the purpose. They were held last year in the first half of December, a superintendent being appointed to each centre by the Director of Public Instruction. A separate Board of Examiners is appointed to prepare the papers and examine the answers for each standard. The examiners are chosen from the same class of professors and masters as those selected for the Entrance Examination of the University. In the past year the fee receipts paid by the candidates for admission to the examination came to Rs. 2,141 as against Rs. 2,051 in 1892 and Rs. 1,096 in 1891. Unaided as well as aided schools are permitted to prepare candidates for these examinations, and among the unaided schools, as will be seen in the results recorded below, a very prominent place is taken by La Martiniere Boys' School, Lucknow.

190. *The Primary Standard Examination.*—The following tables show the results school-wise of the last examination :—

TABLE A.

	Name of Institution.	1892.			1893.			Remarks.
		Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	
For boys.	St. Peter's College, Agra	8	2	25	5	3	60	
	Colvin Free School, Allahabad	2	1	50	8	8	100	
	European School, Katra „	...	...	...	2	2	100	One girl.
	All Saints' School, Allahabad	...	...	...	3	3	100	
	St. Joseph's School „	...	...	...	1	1	100	
	La Martinière College, Lucknow	25	19	76	45	40	89	
	St. Francis' School „	...	...	...	5	3	60	
	Oak Grove School, Mussoorie	8	4	50	12	11	92	Three girls who pass, one absentee.
	Fair Lawn „ „	...	...	...	4	3	75	
	St George's College „	9	...	...	3	1	33	Two absentees.
	Philander Smith Institution, Mussoorie ...	...	...	...	7	2	29	Ditto.
	Boys' Diocesan School, Naini Tal ...	7	4	57	15	8	53	Ditto.
	The Priory Boys „ „	12	9	75	8	5	63	One ditto.
	St. Joseph's Seminary „	2	1	50	1	1	100	
	The Convent School „	1	...	...	...	...	...	
	The Oak Openings School „	...	...	...	13	6	46	Five absentees.
For girls.	Canning School, Agra	...	...	...	1	1	100	
	Catholic Girls' Free School, Allahabad ...	...	...	...	2	1	50	
	St. Mary's Convent, Allahabad	...	...	...	1	...	...	
	Girls' High School „	2	...	...	7	5	71	
	La Martinière Girls' School, Lucknow ...	7	6	86	6	6	100	
	Loretto Convent, Lucknow	...	...	...	2	2	100	
	Girls' Diocesan, Naini Tal	8	7	88	6	6	100	
	Wellesley's Girls' School, Naini Tal ...	2	...	...	...	...	...	
	Total ...	93	53	59	157	118	75	

TABLE B.

	Name of Institution.	Number of candidates.	Passed.				Remarks.
			Grammar.	Dictation.	Geography.	Arithmetic.	
For boys.	St. Peter's College, Agra	5	5	5	4	4	
	Colvin Free School, Allahabad	8	8	8	8	8	
	European School, Katra ,, ...	2	2	2	2	2	One girl.
	All Saints' School, Allahabad	3	3	3	3	3	
	St. Joseph's School ,, ...	1	1	1	1	1	
	La Martinière College, Lucknow	45	45	45	41	44	
	St. Francis' School ,, ...	5	5	4	3	4	
	Oak Grove School, Mussoorie	12	11	11	11	11	Three girls who pass, one absentee
	Fair Lawn ,, ,, ...	4	4	4	4	3	Two absentees.
	St. George's College ,, ...	3	1	1	1	1	Ditto.
	Philander Smith Institution, Mussoorie ...	7	5	5	5	2	Ditto.
	Boys' Diocesan School, Naini Tal ...	15	13	10	13	9	One absentee.
	The Priory Boys' School ,, ...	8	7	7	7	2	
	St. Joseph's Seminary ,, ...	1	1	1	1	1	Five absentees.
	The Oak Openings School ,, ...	13	8	8	6	6	
For girls.	Canning School, Agra	1	1	1	1	1	
	Catholic Girls' School, Allahabad... ...	2	2	2	2	1	
	St. Mary's Convent ,, ...	1	1	1	1	...	
	Girls' High School ,, ...	7	7	7	7	5	
	La Martinière Girls' School, Lucknow ...	6	6	6	6	6	
	Loretto Convent, Lucknow	2	2	2	2	2	
	Girls' Diocesan School, Naini Tal	6	6	6	6	6	
	Total ...	157	144	140	135	122	

191. Commenting on the above results, the Registrar of the examination has given the following remarks :—

"This examination was first organized in 1889, when only five candidates appeared. The numbers of competitors in 1890, 1891, 1892, and 1893 were 20, 28, 93, and 157 respectively, showing conclusively the extraordinary popularity which this examination has now attained. Not only have the numbers of candidates progressively increased, but the numbers of *successful* candidates have increased in a similar progression, so that in December 1893, of 157 enrolled no less than 75 per cent. were successful. If absentees are excluded, the percentage of success amongst the competitors is 82·6. Further, of the 118 successful candidates, no less than 79 passed in the 1st division, and 12 scored 200 marks or over out of a maximum of 250. The standard and subjects of this examination have never been changed since 1889, whilst the Middle and High standards have been considerably raised, and are very much altered and improved. It seems clear that the schools concerned have improved so much under the stimulus of a public written examination that the present standard is now too easy, and might with advantage be raised. The subjects taken up under the scheme laid down on page 29 of the code are too few, and they might certainly now be increased."

Certainly some increase is now desirable, and this will necessarily be made in the examination of 1895 and future years, since in the year under report Urdu and Hindi were made class subjects, and must therefore be included henceforth in the Primary standard examination, as other class subjects are in the Primary and higher standards.

192. Seventy out of the 157 boys or girls who were examined gained enough marks to make them eligible for scholarships; but only eight scholarships were available. The Colvin Free School, Allahabad, takes the lead in this examination, since not only did it pass all its candidates, but seven out of the eight presented were among the first 15 in the order of merit. The Oak Grove school, Mussoorie, also takes a conspicuous place, having passed all the 11 competitors, three of whom were highly placed in the list of results. La Martinière Boys' School, Lucknow, sent up a very large number of candidates, 45, and all of these, except five, came out successful.

Among the girls' schools, the lead is taken by the Girls' Diocesan School, Naini Tal, and the Girls' La Martinière, Lucknow, both of which sent up six candidates, and passed all of them.

193. *The Middle Standard Examination.*—This examination is open to all students from aided or unaided schools who have completed the course of study pertaining to Standard VII in the European code. The results are shown in tables A and B given below :—

TABLE A.

	Name of Institution.	1892. Candidates.	1892. Passed.	1892. Percentages.	1893. Candidates.	1893. Passed.	1893. Percentages.	Remarks.
For boys.	St. Peter's College, Agra	...	...	...	4	2	50	One absentee.
	St. Joseph's School, Allahabad	2	...	...	...	...	...	
	La Martinière College, Lucknow	31	24	77	27	17	63	One turned out for using unfair means.
	St. Francis' School ,, ...	...	...	...	2	...	...	
	St. George's College, Mussoorie	6	2	33	6	1	17	
	Philander Smith Instn. ,, ...	...	...	...	7	5	71	Two absentees.
	St. Fidelis' School ,, ...	...	...	...	4	...	...	
	Fair Lawn School ,, ...	...	...	...	1	...	...	
	Oak Grove School ,, ...	1	...	...	2	1	50	
	Priory School, Naini Tal	6	...	...	3	...	...	Three absentees.
	Boys' Diocesan School, Naini Tal	3	3	100	8	2	25	
	Oak Openings School ,, ...	5	3	60	2	1	50	
	Private	1	...	...	...	...	...	
For girls.	Girls' High School, Allahabad	9	7	77	9	6	67	
	The Convent School ,, ...	1	...	...	...	...	...	
	La Martinière Girls' School, Lucknow ...	2	2	100	5	3	60	
	Loretto Convent School, Lucknow	...	...	...	2	1	50	
	Girls' High School, Cawnpore	...	...	...	3	...	...	
	Caineville School, Mussoorie	5	1	20	3	1	33	
	Girls' Diocesan School, Naini Tal	10	8	80	6	2	33	
	Wellesley's Girls' School, Naini Tal	5	3	60	5	2	40	
	Private	...	...	...	1	...	...	
	Total ...	87	53	62	100	44	44	

TABLE B.

	Name of Institution.	Number of candidates.	Compulsory subjects. Passed. English.	2nd Language.	Hisy. & Geog.	Arithmetic	Optional subjects. Mathematics. Candidates.	Mathematics. Passed.	Physics. Candidates.	Physics. Passed.	2nd Language. Candidates	2nd Language. Passed.	Free-hand Drawing. Candidates.	Free-hand Drawing. Passed.	Geometrical Drawing. Candidates	Geometrical Drawing. Passed.	Music. Candidates.	Music. Passed.	Domestic Economy. Candidates.	Domestic Economy. Passed.	Remarks.
For boys.	St. Peter's College, Agra ...	4	3	2	2	3	4	2	...	...	1	...	2	2	3	...	...	..	..	.	One absentee.
	La Martinière ,, Lucknow	27	25	19	22	20	27	20	27	21	27	15	...	...	27	25	..	..	...	...	One turned out.
	St. Francis' School ,, ...	2	...	1	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	
	St. George's College, Mussoorie	6	4	1	3	5	6	6	6	4	...	...	6	2	6	2	...	...	...	..	
	Philander Smith Instn., ,, ...	7	5	5	5	5	7	5	7	5	6	3	...	...	7	3	...	...	...	..	Two absentees.
	St. Fidelis' School ,, ...	4	3	...	1	3	4	3	...	...	...	...	2	1	...	...	...	...	...	...	
	Fair Lawn ,, ,, ...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Oak Grove ,, ,, ...	2	2	1	1	2	2	2	2	1	...	...	2	2	2	2	...	...	...	...	
	The Priory School, Naini Tal...	3	...	...	...	...	3	...	...	...	...	...	1	...	3	...	...	...	...	..	All absent.
	Boys' Diocesan ,, ,, ...	8	8	4	2	6	8	7	8	...	2	1	6	1	8	4	...	...	...	...	
	Oak Openings ,, ,, ...	2	2	1	2	2	2	2	2	1	2	...	...	...	2	2	...	...	...	...	
For girls.	Girls' High School, Allahabad	9	9	9	6	9	...	...	...	...	...	...	9	8	9	4	9	7	9	7	
	La Martinière Girls' School, Lucknow	5	5	5	4	4	...	...	...	...	4	4	4	2	...	...	5	2	5	4	
	Loretto Convent School, Lucknow	2	2	1	2	1	2	...	...	...	...	...	2	1	...	...	...	...	2	2	
	Girls' High School, Cawnpore	3	3	1	2	...	3	1	...	...	...	...	...	...	...	...	...	...	..	...	
	Caineville School, Mussoorie ...	3	1	2	2	2	...	...	...	...	...	...	1	...	...	...	...	...	3	...	
	Girls' Diocesan School, Naini Tal	6	5	4	2	4	4	2	...	...	2	2	3	2	1	...	3	2	6	...	
	Wellesley's Girls' School ,, ...	5	5	4	3	3	5	3	...	...	...	...	1	1	5	5	4	2	5	5	
	Private	1	1	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Total ...	100	83	62	59	71	80	53	54	32	44	25	39	22	73	47	21	13	30	18	

194. From table A it will be seen that the number of candidates increased from 87 to 100, but the percentage of passes fell from 62 to 44, or (if the absentees be excluded) from 62 to 47. This percentage is calculated on the number of passmen in the *compulsory* subjects, *viz.*, English, a Second Language, History and Geography, and Arithmetic. In English and Arithmetic the number of passmen was large, making a percentage of 83 and 71 respectively. The chief falling off occurred in History and Geography, and next to that in the Second Language. No explanation has been given of this fact, and I am unable to assign any cause. The prospectus of the examination was circulated in September 1892, although the year's work commenced in January 1893, and ended in December of the same year. Among the optional subjects, those which had the largest number of followers were Mathematics, Geometrical Drawing, Elementary Physics, and Freehand Drawing from the flat, and in each of these the number of passmen was either equal or above the average.

195. In this examination, the Philander Smith Institute, Mussoorie, appeared for the first time last year, and acquitted itself very well, passing all its candidates. La Martinière Boys' School, Lucknow, sent up no fewer than 27 competitors, and passed all but 10. The Boys' Diocesan School, Naini Tal, did badly, having passed only two out of eight.

Among the girls' schools, the most successful were the Girls' High School, Allahabad, and La Martinière Girls' School, Lucknow.

196. *High Standard Examination.*—This is the last or final standard of the European code, but it must not be confounded with the "School Final" alluded to in para. 188. The results of this examination for the last three years will be seen from tables A and B given below :—

TABLE A.

	Name of Institution.	1891.			1892.			1893.			Remarks.
		Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.	
For boys.	St. Peter's College, Agra ...	2	1	50	6	4	67	6	1	17	
	Boys' High School, Allahabad ...	8	3	37	5	1	20	1	...	...	
	St. Paul's College, Agra	...	...	...	3	...	...	...	...	...	
	La Martinière College, Lucknow ...	...	...	...	30	21	70	28	17	61	One turned out.
	St. George's College, Mussoorie ...	20	6	30	16	2	12	14	3	21	One examination disallowed.
	Fair Oaks School ,, ...	...	...	...	1	...	...	9	...	...	
	St. Fidelis' ,, ,, ...	12	2	16	8	2	25	3	...	...	
	St. Joseph's Seminary, Naini Tal ...	6	3	50	1	...	...	3	1	33	
	Oak Openings School ,, ...	3	...	...	3	2	67	4	...	...	
	The Priory ,, ,, ...	...	...	...	1	1	100	4	...	...	All absent.
	Boys' Diocesan ,, ,, ...	5	1	20	6	3	50	4	...	....	
	Private	1	...	...	6	1	16	2	1	50	
For girls.	St. Mary's Convent, Allahabad ...	1	1	100	1	...	...	...	...	...	
	Girls' High School ,, ...	5	1	20	6	2	33	6	...	...	
	Station School, Ghâzipur ...	...	...	...	3	...	...	1	...	...	
	La Martinière Girls' School, Lucknow	5	5	100	7	5	71	4	3	75	
	Loretto Convent, Lucknow ...	...	...	...	1	1	100	1	1	100	
	Girls' High School, Cawnpore ...	...	...	...	2	1	50	...	...	...	
	Caineville School, Mussoorie ...	2	1	50	...	...	...	...	...	...	
	The Convent, Naini Tal	4	1	25	1	1	100	2	...	...	
	Girls' Diocesan School, Naini Tal ...	5	5	100	10	8	80	10	4	40	
	Wellesley's Girls' School ,, ...	6	2	33	7	5	71	5	1	20	One absentee.
	Private	...	...	...	1	...	...	...	...	...	
	Total ...	85	32	39	125	60	49	107	32	30	

TABLE B.

High Standard Examination of European Schools, North-Western Provinces and Oudh, 1893.

	Name of Institution.	Number of candidates.	Compulsory subjects. Passed.						Optional subjects.																								Remarks.
			English.	Second Language.	Arithmetic.	Mathematics.	History.	Geography.	Trigonometry.		Science.		Second Language.		Geometrical Drawing.		Free hand Drawing		History.		Mathematics.		Political Economy.		Domestic Economy.		Music.		Book-keeping.		
									Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.		
For Boys.	St. Peter's College, Agra	6	5	2	3	4	...	3	6	2	6	4	...	...	...	...	...	...	6	2	...	...	6	1	...	...	...	...	6	2		
	Boys' High School, Allahabad	1	1	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...		
	La Martinière College, Lucknow	28	26	18	21	20	...	24	27	6	28	24	28	19	28	23	...	...	28	7	...	...	1	1	...	...	...	...	...	...		One turned out.
	St. George's College, Mussoorie	14	7	10	8	5	...	8	4	...	14	9	...	...	...	....	11	2	8	...	...	...	14	5	...	...	...	...	14	1		One examination disallowed.
	Fair Oaks School „	9	3	1	2	2	...	1	6	...	5	...	...	...	2	2	5	...	2	...	...	...	5	2	...	...	...	...	3	1		
	St. Fidelis' School „	3	1	1	...	1	...	2	...	...	...	...	...	...	...	...	...	...	3	1	...	...	3	1	...	...	...	...	...	...		
	St. Joseph's School, Naini Tal	3	3	3	2	2	...	1	...	...	1	...	...	...	3	2	2	1	2	1	...	...	...	...	...	...	...	...	2	2		
	Oak Openings School „	4	2	4	3	1	...	1	4	...	4	4	1	...	4	2	4	...	3	...	...	...	...	...	...	...	...	...	...	...		
	The Priory School „	4	...	...	...	...	...	...	...	...	...	...	...	...	4	...	1	...	4	...	...	...	...	...	...	...	...	...	...	...		All absent.
	Boys' Diocesan School „	4	2	...	3	1	...	1	...	...	4	...	1	1	3	2	4	...	3	...	...	...	4	...	...	...	...	...	...	...		
	Private	2	2	2	1	1	...	2	...	...	2	2	1	...	...	...	...	...	1	1	...	...	2	1	...	...	...	...	2	1		
For Girls.	Girls' High School, Allahabad	6	6	6	4	...	...	3	...	...	...	...	...	...	5	1	6	...	...	...	...	...	...	...	6	6	1	1	...	...		
	Station School, Gházipur	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...		
	La Martinière Girls' School, Lucknow	4	4	4	3	...	4	4	...	...	...	...	4	4	...	...	1	...	1	...	...	...	4	4	4	4	4	2	3	3		
	Loretto Convent School, Lucknow	1	1	1	1	...	1	1	...	...	...	...	...	...	1	...	1	1	1	1	1	...	...	...	1	1	...	...	1	1		
	Girls' Diocesan School, Naini Tal	10	8	7	7	...	4	6	...	...	8	4	...	...	...	...	5	2	5	3	5	3	...	...	7	9	3	...	...		One absentee.
	Wellesley's Girls' School „	5	4	4	2	...	2	2	...	...	3	3	...	...	3	...	1	...	2	1	2	1	4	3	4	4	3	2	...	...		
	The Convent School „	2	2	1	...	...	2	2	...	...	...	...	...	...	2	...	2	...	...	...	...	...	...	...	2	2	2	2	...	...		
	Total ...	107	77	66	61	37	13	61	47	8	76	50	35	24	55	32	44	6	69	17	8	5	44	18	27	24	19	10	31	11		

197. From table A it will be seen that the number of candidates was 107 against 125 in 1892. St. Paul's College, Agra, St. Mary's School, Allahabad, and the Girls' High School, Cawnpore, sent up no candidates last year, and this will amply account for the falling off in the number of candidates. It is remarkable that while the Primary and Middle standard examinations drew a larger number of candidates than appeared in any previous year, the High standard examination drew a smaller one than in the year 1892. Possibly the absence of the three schools named above may be only temporary. Excluding absentees, 100 candidates competed, of whom 32 per cent. passed, the corresponding percentages in the years 1892 and 1891 having been 49 and 39 respectively. Between the percentage of passmen in the year 1891 and that in the year 1893, the difference is slight. The year 1892 was rather an exceptional one; for in that year Book-keeping by single entry could count for full marks as a separate subject from Book-keeping by double entry; Physics could similarly be separated from Chemistry; and Freehand drawing from the flat could count separately from Freehand drawing from the solid. The year 1893 was the first year in which the revised curriculum (as described in paragraph 162 of my Annual Report for 1892-93) was carried out in its entirety. The paragraph runs as follows:—"The subject of Book-keeping can no longer be split up into two parts—one by single, and the other by double entry; henceforth a candidate must take up both or neither. Similarly Freehand drawing can no longer be split up into drawing from the flat and drawing from the solid. Physics and Chemistry, instead of being separate subjects, are grouped together into a single paper on Science, as in the School Final Examination for Anglo-Vernacular schools." The above changes (which were in fact a reversion to the original terms of the code and not a departure from it) increased the difficulty of the examination for the classified list, since *two* optional subjects must be passed in addition to the compulsory ones in order to get a certificate. This alone is sufficient to account for the fall of percentage in 1893 as compared with that in 1892. This too may explain the absence of the three schools named above from the examination, as they may have thought it better not to appear at all rather than incur the probabilities of failure.

198. "There is, however," as the Registrar remarks in his report, "another way of looking at the matter, *viz.*, that the examination is not only for the certificate given to those who pass on the classified list, but it is also a means of obtaining money grants under the code. This is the light in which most of the schools competing seem principally to have regarded the examination, judging from the number of optionals taken up by the candidates. In 1893, 106 candidates took up 457 optionals, or 4·3 apiece; in 1892, 124 candidates took up 514 optionals, or about 4·2 apiece. In 1892 they were comparatively successful on account of the sub-division of several of these optionals, but in 1893 imperfectly prepared candidates were predoomed to failure."

199. The following extracts in reference to individual subjects and individual schools are taken from the Registrar's report:—

"As regards particular schools, La Martinière Girls', Lucknow, sent up four good candidates, of whom three passed high in class II, and the other did very well in *all* subjects except Arithmetic, in which she failed. This is an excellent result. La Martinière Boys' passed 17 out of 28, two of whom head the classified list, and eight find places among the first 12. Latin was the chief cause of the failures of La Martinière candidates both in the High and the Middle standards, and two of their boys were turned out of the examination for copying in this subject. Arithmetic and Mathematics account for almost an equal number of failures as the Second Language, some failing in all three subjects. Geometrical drawing was a great success at this school, 23 being successful, two of whom scored very high marks. The examination of one of the candidates from St. George's College, Mussoorie, has been disallowed on account of his having used unfair means in answering the paper on Book-keeping. The results of the other competing schools call for no special remarks.

"As regards subjects, 18 girls took up History as compulsory, and nine passed—a success of 50 per cent. As an optional, however, History was a great cause of failure, as only 17 passed out of 69 candidates. Another optional, *viz.*, Trigonometry, was even more disastrous, as of the 47 candidates who took it up, only eight were successful. If these 52 failures in History and the 39 failures in Trigonometry had not wasted their time in obtaining a mere smattering knowledge of these optionals, they would have had more chance of passing in the compulsory subjects and of obtaining a certificate. Geometrical drawing was a success in the High standard, 32 passing out of 55 candidates; but the Freehand drawing was disastrous, only six passing out of 44 candidates."

The examiner in French reports:—"The results were far more satisfactory last year (1892), although the paper set this year is far simpler. Very little attention seems to have been given to the text book, and *absolutely none* to turning the very simple sentences from English into French." The examiners in Latin and in Hindi find the same fault with the translation of English sentences. The results in Freehand drawing from model were very poor. Only one candidate passed; all the other candidates had no knowledge of sketching whatever. The examiner in Trigonometry

remarks :—" I notice dall through that the papers in Trigonometry were very inferior to those of 1892. The questions were of about the same standard, but the candidates who took up this subject were, with few exceptions, a great deal inferior to those of 1892. In 1892 there appeared 36 candidates in Trigonometry, of whom 18 passed."

SUB-SECTION 2.—*Education of Muhammadans.*

200. I append the form of statement that has been given in previous reports showing the names and numbers of schools attended solely or chiefly by Muhammadan students during the past year, together with the number of such students. If we omit the statistics relating to Indigenous schools, the number of schools attended by Muhammadans has been 53 against 53 in the previous year, and the number of students 2,121 against 2,035. This includes both girls and boys :—

Class of Institution.	Division.	Name of Institution.	Number of institutions.	Number of scholars on the roll on 31st March 1894.	
				Total.	Muhammadans.
College ...	Meerut ...	Muhammadan Anglo-Oriental College, Aligarh	1	152	122
Secondary...	,, ...	Muhammadan Anglo-Oriental Collegiate School, Aligarh.	1	297	231
	Oudh ...	Madrassa Alia Islamia, Lucknow ...	1	242	151
	,, ...	Husainabad School ,, ...	1	194	74
	,, ...	Free Queen's Anglo-Vernacular School, Nanpara, Bahraich	1	97	72
	,, ...	Kakori Anglo-Vernacular School, Lucknow...	1	58	40
	,, ...	Middle Class School for girls, Lucknow ...	1	18	18
	Benares ...	Chashmai Rahmat School, Gházipur (Oriental Department)	1	167	138
	Rohilkhand ...	Taj-ul-Madaris, Amroha	1	79	77
	Kumaun ...	Persian School, Almora	1	40	40.
		Total ...	9	1,192	841
Primary ...	Agra ...	Islamia English School, Etáwah... ...	1	108	99
	Oudh ...	Zanana Mission Agency, Lucknow ...	1	319	193
	,, ...	American Mission Girls' School, Lucknow ...	10	227	136
	,, ...	I. F. N. S. Girls' School, Lucknow ...	4	91	91
	,, ..	Girls' Schools, Fyzabad	2	62	58
	,, ...	A. M. Girls' School, Bahraich	1	20	19
	,, ...	Primary Girls' School, Lucknow ...	11	288	231
	,, ...	,, ,, Bara Banki ...	1	20	20
	,, ...	,, ,, Kheri	6	126	68
	,, ...	,, ,, Sultánpur ...	4	94	90
	,, ...	,, ,, Partábgarh ...	1	49	49
	Allahabad ...	Madrassa Islamia, Fatehpur ...	1	104	104
		Total ...	43	1,508	1,158
Indigenous	Meerut ...	...	606	6,301	6,192
	Agra ...	...	102	1,381	1,097
	Bundelkhand ...	...	21	207	197
	Oudh ...	...	640	4,438	3,934
	Allahabad ...	...	262	2,397	2,397
	Benares ...	...	192	1,612	1,612
	Rohilkhand ...	...	355	4,803	3,889
	Kumaun ...	...	...	...	...
		Total ...	2,178	21,139	19,318
		GRAND TOTAL ...	2,231	23,991	21,439

SUB-SECTION 3.—*The Colvin Talúkdárs' School, Lucknow.*

201. This school, as its name implies, was founded for the education of the sons or other near relatives of the talúkdárs of Oudh, though students of any other class can sometimes be admitted by special permission. The year under report completes the second year of its existence. The school is under the same committee as that of the Canning College, Lucknow, and is in fact an offshoot from the college named, which contributes annually towards its maintenance the sum of Rs. 7,980 from the proceeds of its own endowment. The rest of its income comes from fee receipts, the Court of Wards, and the British India Association. The institution has continued under the very able and successful management of Mr. Siddons, the Principal. His tuitional staff consists of a Headmaster, 3 assistant masters in English, one writing masterr, one teacher of Arabic and Persian, and one teacher of Sanskrit. Besides the reguar tuitional staff, there is a Hindu religious instructor, a maulvi for the Sunni students and another for the Shias, a gymnasium instructor, and a riding-master. The schools aims, then, at giving to the students the best possible instruction in English and other modern subjects, the vernacular and classical languages of the

province, besides teaching them sports and games, gymnastics, riding, and such religious instruction as they would have received at their own homes.

202. At the close of the year under report 29 boys were attending the school, of whom 26 were boarders and 3 day scholars. The three last named are all Muhammadans, residents of Lucknow. Of the 26 boarders, 15 were Hindus and 11 Muhammadans. Since the close of the previous year the enrolment has decreased by two; but three or four new boys are expected to join in the course of the next two months. "For the Entrance Examination," as the Principal points out in his report, "we sent up two candidates, the first to appear from this school: one of them passed in the 1st division, and the other in the 2nd. One pupil went up for the English Middle Examination, and passed in the 2nd division." Considering how difficult it is to arouse the spirit of industry in a boy who knows that he is or will be the inheritor of ancestral property and that his bread will not depend on his work, these are remarkably good results, achieved, too, in the short space of two years. Industry, however, has not been confined to the three who came out well in the last public examinations. A half-yearly examination of all the students was held in December, and the annual one in April last. "The results of these examinations," as Mr. Siddons reports, "have already been submitted to the committee, and show that failure rarely occurs. "The boys have in fact worked well all through the session, and the progress made, "especially by several of the younger boys, has been most satisfactory." Cricket, foot-ball, and lawn tennis are popular; but, owing to the want of a gymnasium building, the boys continue to take little or no interest in gymnastics. In riding considerable progress has been made by those boys who have ponies; but there are still 13 boys unprovided with anything to ride.

203. The school was visited during the past year by his Honor the Lieutenant-Governor, who on the 19th February 1894 presided at the distribution of prizes, the first prize-day that has been held since the school was opened. On the 4th April it was visited by His Excellency the Viceroy, who after a close inspection of every thing recorded in the visitor's book that "he had seen the excellent arrangements of the school with great interest." A few days later it was visited by Sir Mortimer Durand, who recorded his impressions in the following words:—"The school seems to me to promise very well, and I hope it may be as great a success as the Mayo College, Ajmere. The arrangements are apparently as good as possible."

ALLAHABAD,
The 31st August 1894.

J. C. NESFIELD, M.A.,
Director of Public Instruction,
North-Western Provinces and Oudh.

GENERAL TABLES Nos. I—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1893-94.

(For details see General Table III.)

*Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of	Remarks.
				University Education.		*School Education, General.*		*School Education, Special.*		Total of Public Institutions.					
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
107,502	Towns ... 484 Villages...105,716 Total ...1,06,200	Males ... 24,303,601 Females... 22,601,484 Total ... 46,905,085	Institutions. For males	18	9	472	4,054	3	54	4,610	1,657	4,604	10,871	Institutions to number of Towns and villages. 10·24	
			Institutions. For females	1	...	25	263	1	2	292	...	125	417	·39	
			Institutions. Total ...	19	9	497	4,317	4	56	4,902	1,657	4,729	11,288	10·63	
			Scholars. Males ...	1,964	943	56,285	159,472	294	3,701	222,659	18,013	48,477	289,149	Male scholars to male population of school-going age. 7·93	
			Scholars. Females...	15	...	2,013	7,899	91	129	10,147	167	2,146	12,460	Female scholars to female population of school-going age. ·37	
			Scholars. Total ...	1,979	943	58,298	167,371	385	3,830	232,806	18,180	50,623	301,609	4·29	

*Census of 1891.

GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1893-94.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males ...	3,10,707	1,54,317	11,22,359	6,33,946	48,033	65,777	23,35,139	39,779	44,523	2,59,360	94,043	3,36,787	33,683	1,34,205	9,42,380	36,21,928	
For Females ...	2,460	...	2,32,300	1,03,930	4,764	955	3,44,409										
Total ...	3,13,167	1,54,317	13,54,659	7,37,876	52,797	66,732	26,79,548	39,779	44,523	2,59,360	94,043	3,36,787	33,683	1,34,205	9,42,380	36,21,928	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	24·6	22·3	22·0	4·4	...	4·6	77·9	...	7·6	...	4·7	8·4	·7	·9	22·1	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·3	...	25·7	37·7	3·5	1·1	68 3	...	...	17·9	1·5	9·6	·9	1·1	31·7	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	4·7	...	54·2	27·7	...	·4	87 9	...	...	...	7·1	4·5	·9	·5	13·0	100	
(*d*)—Percentages on Total Expenditure on columns 2 - 17 to Total Expenditure on Public Instruction.	8·6	4·3	37·4	20·4	1·5	1·8	74 0	1·1	1·2	7·2	2·6	9·3	·9	3 7	26·0	100	

GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1893-94—(concluded).

(For details see General Table IV.)

1	Total Direct Expenditure on Public Instruction.							Remarks.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
	2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Government Institutions — Cost to Provincial Revenues	106 3 1	352 15 6	0 14 8	...	...	10 10 7	18 3 11	
Government Institutions — Cost to Local and Municipal Funds ...	4 9 1	...	20 11 8	5 11 4	161 11 1	4 6 8	16 7 4	
Total Cost ...	137 13 4	373 9 2	36 4 2	9 5 11	161 11 8	20 14 3	46 6 11	
Local Fund Schools ... Cost to Provincial Revenues	...	...	...	...	...	...	...	
Local Fund Schools ... Cost to Local Funds	...	...	4 14 4	3 9 0	...	...	3 12 8	
Total Cost ...	...	...	6 9 11	3 12 5	...	...	4 4 3	
Municipal Schools ... Cost to Provincial Revenues	...	...	...	...	...	...	...	
Municipal Schools ... Cost to Municipal Funds	...	...	8 14 7	5 6 1	...	...	6 9 10	
Total Cost ...	...	...	18 5 11	6 2 8	...	...	10 6 10	
Aided Institutions ... Cost to Provincial Revenues	55 11 11	11 15 9	7 11 2	2 13 1	...	...	7 3 8	
Aided Institutions ... Cost to Local and Municipal Funds ...	5 13 7	...	6 7 10	3 7 4	27 9 5	5 4 4	5 6 6	
Total Cost ...	171 9 9	38 3 8	49 12 8	16 8 7	54 12 2	12 9 1	40 12 2	
Unaided Institutions ... ... Total Cost ...	300 4 5	33 8 0	37 5 7	5 15 11	...	9 7 7	39 0 8	
All Institutions ... Cost to Provincial Revenues	76 3 3	147 8 7	2 4 8	0 2 7	...	7 4 9	2 1 0	
All Institutions ... Cost to Local and Municipal Funds ...	4 12 2	...	7 9 10	3 10 2	131 5 0	4 8 4	4 14 0	
Total Cost ...	165 1 4	173 6 3	21 0 8	4 10 6	137 7 11	18 2 10	12 1 4	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1893-94.

Class of institutions.	PUBLIC INSTITUTIONS.							
	UNDER PUBLIC MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. — English	3	555	541	506	...	...	...	...
UNIVERSITY EDUCATION. — Oriental	2	410	393	353	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
UNIVERSITY EDUCATION. — Law	2	212	176	135	...	...	...	...
UNIVERSITY EDUCATION. — Engineering	1	186	186	183	...	..	...	...
Total	8	1,363	1,296	1,177	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. — For Boys — High Schools	34	7,020	6,867	5,972	1	124	112	95
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools — English	7	728	704	595	13	1,154	1,129	962
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools — Vernacular	...	...	...	...	307	31,044	29,783	24,416
SCHOOL EDUCATION, GENERAL. — For Girls — High Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools — Vernacular	...	...	...	...	2	48	48	36
Total	41	7,748	7,571	6,567	323	32,370	31,072	25,509
Primary Schools.								
SCHOOL EDUCATION, GENERAL. — For Boys	34	2,885	2,612	2,210	3,919	1,51,177	1,43,118	1,16,197
SCHOOL EDUCATION, GENERAL. — For Girls	...	...	...	...	124	2,854	2,773	2,189
Total	34	2,885	2,612	2,210	4,043	1,54,031	1,45,891	1,18,386
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	3	294	297	282	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Training Schools for Mistresses	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools	2	243	247	229	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Industrial Schools	1	135	122	94	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools	44	2,180	2,144	1,456	...	...	...	...
Total	50	2,852	2,810	2,061	...	...	...	...
Total of Colleges and Schools of Public Instruction.	133	14,848	14,289	12,015	4,366	1,86,401	1,76,963	1,43,895

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western*

Class of institutions.	PUBLIC INSTITUTIONS—*(concluded)*. Under Private Management. *Aided by Government or by Local Fund or Municipal Boards.* Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	*Unaided.* Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the roll monthly during the year	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.
1	10	11	12	13	14	15	16	17	18	19
University Education.										
Arts Colleges.										
English	5	809	767	682	7	156	149	141	15	1,520
Oriental	2	49	47	37	...	...	...	...	4	459
Colleges or Departments of Colleges for Professional Training.										
Law	2	286	295	257	4	259	233	203	8	757
Engineering	...	...	...	...	...	...	...	...	1	186
Total ...	9	1,144	1,109	976	11	415	382	344	28	2,922
School Education, General.										
Secondary Schools.										
For Boys. High Schools ...	44	8,694	8,489	7,277	5	1,008	889	755	84	16,846
For Boys. Middle Schools. English ...	43	4,970	4,839	3,937	8	761	741	588	71	7,613
For Boys. Middle Schools. Vernacular	7	555	551	449	3	212	217	172	317	31,811
For Girls. High Schools ...	15	1,275	1,278	1,146	...	...	...	...	15	1,275
For Girls. Middle Schools. English ...	8	705	695	648	...	...	...	...	8	705
For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	2	48
Total ...	117	16 199	15,852	13.457	16	1.981	1,847	1.515	497	58,298
Primary Schools.										
For Boys	78	4,534	4,270	3,568	23	803	755	541	4,054	1,59,399
For Girls	133	4,918	4,827	3,874	6	200	197	150	263	7,972
Total ...	211	9,452	9,097	7,442	29	1,003	952	691	4,317	1,67,371
Schools for Special Instruction.										
School Education, Special. Training Schools for Masters.	...	...	...	...	...	...	...	...	3	294
Ditto for Mistresses.	1	91	87	87	...	...	...	...	1	91
Medical Schools ...	...	...	...	...	...	...	...	...	2	243
Industrial Schools ...	3	153	153	142	...	...	...	...	4	288
Other Schools ...	5	984	902	676	1	135	103	78	50	3,299
Total ...	9	1,228	1,142	905	1	135	103	78	60	4,215
Total of Colleges and Schools of Public Instruction.	346	28,023	27,200	22,780	57	3,534	3,284	2,628	4,902	2,32,806
Private Institutions. 1. *Advanced teaching* :— (*a*) Arabic or Persian									1,182	12,106
(*b*) Sanskrit									433	5,676
(*c*) Any other oriental classic									42	398
2. Elementary, teaching a vernacular only or mainly ... For Boys									3,094	35,426
2. Elementary, teaching a vernacular only or mainly ... For Girls									44	469
3. Elementary, teaching the Koran ... ... For Boys									1,510	14,032
3. Elementary, teaching the Koran ... ... For Girls									81	696
Total ...									6,386	68,803
GRAND TOTAL ...									11,288	3,01,609

TABLE III.—(*concluded*).

Provinces and Oudh for the official year 1893-94.

Number of Scholars on the 31st of March learning.			*Classification of Scholars on the 31st of March according to Race or Creed.*					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,517	994	103	34	41	1,145	297	3	...	...	
48	459	...	...	...	423	36	...	...	...	
757	...	...	1	6	617	132	1	...	...	
...	...	...	69	1	84	31	1	...	...	
2,322	1,453	103	104	48	2,269	496	5	...	...	
16,811	10,238	9,074	1,239	560	11,616	3,410	21	54	...	
7,445	2,882	4,410	119	373	5,598	1,518	5	...	...	
...	161	31,755	...	23	23,794	7,990	4	...	...	
1,178	462	632	914	352	5	...	4	...	66	
525	15	767	199	503	3	...	...	...	3	
...	18	30	...	...	26	22	...	...	...	
25,959	13,776	46,663	2,471	1,811	41,042	12,940	34	54	69	
4,849	488	1,59,953	241	1,050	1,36,949	21,018	141	68	...	
857	42	7,764	419	995	4,465	2,059	34	...	141	
5,706	530	167,717	660	2,045	1,41,414	23,077	175	68	141	
...	...	588	...	...	257	37	...	...	...	
89	...	182	...	91	...	...	...	...	...	
...	...	243	...	58	128	57	...	...	...	
123	...	207	12	154	71	51	...	...	...	
136	543	2,810	...	3	2,771	525	...	...	...	
348	543	4,030	12	306	3,227	670	...	...	...	
34,335	16,302	2,18,518	3,247	4,210	1,87,952	37,183	214	122	210	
...	12,106	...	...	...	3,688	8,350	68	167	...	
...	5,676	...	...	...	5,644	5	27			
...	398	...	...	...	353	45	...			
2,016	6,952	26,742	...	173	27,936	7,214	103	317	...	
...	136	333	...	21	272	168	8	...	...	
...	14,032	...	...	...	47	13,985	...	676	...	
...	696	...	...	...	...	696	...	...	12	
2,016	39,996	27,075	...	194	37,940	30,463	206	1,160	12	
36,351	56,298	2,45,593	3,247	4,404	2,25,892	67,646	420	1,282	222	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
Arts Colleges.							
English	84,785	4,066	200	23,344	...	1,452	1,13,847
Oriental	14,401	...	...	...	...	488	14 889
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	6,700	...	...	6,700
Engineering	127,774	...	...	...	...	760	1,28,534
Total ...	**2,26.960**	**4,066**	**200**	**30,044**	**...**	**2,700**	**2.63.970**
SCHOOL EDUCATION, GENERAL.							
Secondary Schools.							
For Boys... High Schools	6,953	129,629	12,610	99,355	1,195	4,594	2,54,336
For Boys... Middle Schools. English ...	...	13,380	1,329	5,342	40	105	20,196
For Boys... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
For Girls... High Schools	..	...	...	...	...	...	...
For Girls... Middle Schools. English ...	...	...	...	...	...	...	...
For Girls... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
Total ...	**6.953**	**1,43.009**	**13,939**	**1,04,697**	**1,235**	**4,699**	**2,74,532**
Primary Schools.							
For Boys	...	8,792	6,117	9,194	130	235	24,468
For Girls	...	...	...	...	...	...	...
Total ...	**...**	**8,792**	**6,117**	**9,194**	**130**	**235**	**24,468**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL.							
Training Schools for Masters ...	...	48,023	...	...	...	10	48,033
Ditto Mistresses ...	...	...	...	...	...	...	...
Medical Schools	21,896	...	...	...	2,521	...	24,417
Industrial Schools	4,891	...	...	48	...	10	4,949
Other Schools	...	11,031	...	11,183	...	917	23,131
Total ...	**26,787**	**59,054**	**...**	**11,231**	**2,521**	**937**	**1,00,530**
Buildings	38,863	31,948	274	95	...	.....	71,180
Furniture and Apparatus (Special grants only)..	3,376	2,583	58	1,181	...	.....	7,198
Total ...	**42,239**	**34,531**	**332**	**1,276**	**...**	**...**	**78,378**
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Special Schools other than Training Schools	...	...	...	...	...	...	..
Miscellaneous	...	...	...	...	...	...	...
Total ...	**...**	**...**	**...**	**...**	**...**	**...**	**...**
Total Expenditure on Public Instruction...	**3,02,939**	**249,452**	**20,588**	**1,56,442**	**3,886**	**8,571**	**7.41,878**

TABLE IV.

North-Western Provinces and Oudh for the official year 1893-94.

INSTITUTIONS.

MANAGEMENT.

Managed by Local Fund and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,400	816	1,511	...	99	4,826
...	3,171	10,334	6,856	24	668	21,053
...	1,44,261	7,082	42,885	36	371	1,94,635
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	691	600	48	...	...	1,339
...	**1,50,523**	**18,832**	**51,300**	**60**	**1,138**	**2,21,853**
300	4,98,130	15,117	24,983	1,931	179	5,40,640
...	12,731	3,866	...	...	...	16,597
300	**5,10,861**	**18,983**	**24,983**	**1,931**	**179**	**5,57,237**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	..	...	...	...
...	...	...	...	...	...	...
...	1,07,149	1,431	930	149	127	1,09,786
...	7,330	476	2,378	21	...	10,205
...	**1,14,479**	**1,907**	**3,308**	**170**	**127**	**1,19,991**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
300	**7,75,863**	**39,722**	**79,591**	**2,161**	**1,444**	**8,99,081**

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	44,000	...	4,672	26,395	1,037	60,014	136,118
UNIVERSITY EDUCATION. Oriental	1,375	60	28	11	21	2,077	3,572
Colleges or Departments of Colleges for Professional Training.							
UNIVERSITY EDUCATION. Law	3,535	...	...	5,958	...	1,784	11,277
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...
Total ...	48,910	60	4,700	32,364	1,058	63,875	150,967
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools	74,240	47,584	13,400	244,730	5,809	80,584	466,347
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Schools. English ...	3,536	21,005	9,898	29,960	5,951	17,130	87,480
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Schools. Vernacular ...	...	1,740	336	869	388	1,168	4,501
SCHOOL EDUCATION, GENERAL. For Girls ... High Schools	38,210	1,917	446	121,936	...	26,672	189,181
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools. English ...	6,067	6,384	144	2,575	270	26,340	41,780
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
Total ...	122,053	78,630	24,224	400,070	12,418	151,894	789,289
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	10,723	12,729	2,451	6,550	9,824	22,479	64,756
SCHOOL EDUCATION, GENERAL. For Girls	14,906	14,683	1,580	4,170	12,305	38,064	85,708
Total ...	25,629	27,412	4,031	10,720	22,129	60,543	150,464
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Ditto Mistresses ...	...	2,400	...	1,044	...	1,320	4,764
SCHOOL EDUCATION, SPECIAL. Medical Schools ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools ...	...	1,560	...	...	...	2,033	3,593
SCHOOL EDUCATION, SPECIAL. Other Schools	...	3,540	462	1,268	1,450	2,946	9,666
Total ...	...	7,500	462	2,312	1,450	6,299	18,023
Buildings	10,701	409	3,002	10,667	35,535	61,329	121,643
Furniture and Apparatus (Special grants only)...	750	3,355	432	3,703	1,527	3,115	12,882
Total ...	11,451	3,764	3,434	14,370	37,062	64,444	134,525
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	208,043	117,366	36,851	459,836	74,117	347,055	1,243,268

TABLE IV—(*concluded*).

North-Western Provinces and Oudh for the official year 1893-94.

INSTITUTIONS—(*concluded.*)									
MANAGEMENT.				TOTAL EXPENDITURE FROM—					GRAND TOTAL.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
9,316	...	35,425	44,741	1,23,785	4,066	4,872	59,055	97,928	2,94,706
...	...	...	...	15,776	60	28	11	2,586	18,461
4,099	1,000	2,707	7,806	3,535	...	...	16,757	5,491	25,783
...	...	...	...	1,27,774	...	...	...	760	1,28,534
13,415	**1,000**	**38,132**	**52,547**	**2,75,870**	**4,126**	**4,900**	**75,823**	**1,06,765**	**4,67,484**
10,352	18,488	26,665	55,505	81,193	1,79,613	26,826	3,55,948	1,37,434	7,81,014
2,639	2,319	7,033	11,991	3,536	37,556	21,561	44,797	33,270	1,40,720
196	1,067	226	1,489	...	1,46,001	7,418	43,950	3,256	2,00,625
...	...	...	...	38,210	1,917	446	1,21,936	26,672	1,89,181
...	...	...	...	6,067	6,384	144	2,575	26,610	41,780
...	...	...	...	...	691	600	48	...	1,339
13,187	**21,874**	**33,924**	**68,985**	**1,29,006**	**3,72,162**	**56,995**	**5,69,254**	**2,27,242**	**13,54,659**
507	1,619	1,956	4,082	11,023	5,19,651	23,685	41,234	38,353	6,33,946
2	413	1,210	1,625	14,906	27,414	5,446	4,172	51,992	1,03,930
509	**2,032**	**3,166**	**5,707**	**25,929**	**5,47,065**	**29,131**	**45,406**	**90,345**	**7,37,876**
...	...	...	...	...	48,023	...	...	10	48,033
...	...	...	...	...	2,400	...	1,044	1,320	4,764
...	...	...	...	21,396	...	...	...	2,521	24,417
...	...	...	...	4,891	1,560	...	48	2,043	8,542
...	...	976	976	...	14,571	462	12,451	6,289	33,773
...	...	**976**	**976**	**26,787**	**66,554**	**462**	**13,543**	**12,183**	**1,19,529**
656	10,300	23,222	34,178	49,564	1,39,506	4,707	12,348	1,30,662	3,36,787
84	200	3,114	3,398	4,126	13,268	966	7,346	7,977	33,683
740	**10,500**	**26,336**	**37,576**	**53,690**	**1,52,774**	**5,673**	**19,694**	**1,38,639**	**3,70,470**
...	...	...	...	...	...	...	39,779	...	39,779
...	...	...	...	44,523	...	...	...	...	44,523
...	...	...	...	...	2,59,360	...	...	...	2,59,360
...	...	...	...	10,539	2	1,945	...	21,572	34,058
...	...	...	...	...	...	...	...	...	...
...	...	...	...	7,066	21,113	2,125	1,184	13,377	44,865
...	...	...	...	59	50	24	24	2,516	2,673
...	...	...	...	8,395	216	3,332	...	504	12,447
...	...	...	...	5,357	26,989	585	31,095	70,179	1,34,205
...	...	...	...	**75,939**	**3,07,730**	**8,011**	**72,082**	**1 08,148**	**5,71,910**
27,851	**35,406**	**1,02,534**	**1,65,791**	**5,87,221**	**14,50,411**	**1,05,172**	**7,95,802**	**6,83,322**	**36,12,928**

GENERAL

Return of the stages of Instruction of Pupils in Public Schools for General

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys... Government ... English	41	7,748	1,183	...	1,183	2,323	...	2,323
For Boys... Government ... Vernacular	...	...	...	...	...	...	...	...
For Boys... Local Fund ... English	2	167	...	...	...	34	...	34
For Boys... Local Fund ... Vernacular	305	30,746	...	...	...	5,941	...	5,941
For Boys... Municipal ... English	12	1,111	19	...	19	253	...	253
For Boys... Municipal ... Vernacular	2	298	...	...	...	37	...	37
For Boys... Aided ... English	87	13,664	1,261	3	1,264	2,964	23	2,987
For Boys... Aided ... Vernacular	7	555	...	...	...	97	...	97
For Boys... Unaided ... English	13	1,769	106	...	106	364	...	364
For Boys... Unaided ... Vernacular	3	212	...	...	...	51	...	51
Total	472	56,270	2,569	3	2,572	12,064	23	12,087
For Girls... Government ... English	...	...	...	...	...	...	...	...
For Girls... Government ... Vernacular	...	...	...	...	...	...	...	...
For Girls... Local Fund ... English	...	...	...	...	...	...	...	...
For Girls... Local Fund ... Vernacular	1	30	...	...	...	...	6	6
For Girls... Municipal ... English	...	...	...	...	...	...	...	...
For Girls... Municipal ... Vernacular	1	18	...	...	...	...	18	18
For Girls... Aided ... English	23	1,980	...	106	106	1	501	502
For Girls... Aided ... Vernacular	...	...	...	...	...	...	...	...
For Girls... Unaided ... English	...	...	...	...	...	...	...	...
For Girls... Unaided ... Vernacular	...	...	...	...	...	...	...	...
Total	25	2,028	...	106	106	1	525	526
Total Secondary Schools	497	58,298	2,569	109	2,678	12,065	548	12,613
Primary Schools—								
For Boys... Government	34	2,885	...	...	...	...	...	...
For Boys... Local Fund	3,864	148,775	...	...	...	...	...	...
For Boys... Municipal	55	2,402	...	...	...	...	...	...
For Boys... Aided	78	4,534	...	...	...	...	...	...
For Boys... Unaided	23	803	...	...	...	...	...	...
Total	4,054	1,59,399	...	...	...	...	...	...
For Girls ... Government	...	...	...	...	...	...	...	...
For Girls ... Local Fund	112	2,543	...	...	...	...	...	...
For Girls ... Municipal	12	311	...	...	...	...	...	...
For Girls ... Aided	133	4,918	...	...	...	...	...	...
For Girls ... Unaided	6	200	...	...	...	...	...	...
Total	263	7,972	...	...	...	...	...	...
Total Primary Schools	4,317	1,67,371	...	...	...	...	...	...
GRAND TOTAL	4,814	2,25,669	2,569	109	2,678	12,065	548	12,613

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1893-94.

Upper primary stage.			Lower primary stage.						Total:		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.
2,159	...	2,159	2,083	...	2,083	...	...	...	7,748	...	7,748
...	...	...	...	...	...	...	...	...	...	...	...
35	...	35	98	...	98	...	...	...	167	...	167
6,276	...	6,276	18,064	...	18,064	465	...	465	30,746	...	30,746
273	...	273	566	...	566	...	...	...	1,111	...	1,111
80	...	80	165	...	165	16	...	16	298	...	298
2,923	13	2,936	6,263	12	6,275	199	3	202	13,610	54	13,664
93	...	93	308	...	308	57	...	57	555	...	555
356	...	356	917	...	917	26	...	26	1,769	...	1,789
38	...	38	123	...	123	...	...	...	212	...	212
12,233	**13**	**12,246**	**28,587**	**12**	**28,599**	**763**	**3**	**766**	**56,216**	**54**	**56,270**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	24	24	...	...	...	...	30	30
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	18	18
9	424	433	27	638	665	32	242	274	69	1,911	1,980
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
9	**424**	**433**	**27**	**662**	**689**	**32**	**242**	**274**	**69**	**1,959**	**2,028**
12,242	**437**	**12,679**	**28,614**	**674**	**29,288**	**1,795**	**245**	**1,040**	**56,285**	**2,013**	**58,298**
10	...	10	2,841	...	2,841	34	...	34	2,885	...	2,885
24,594	...	24,594	1,20,035	...	1,20,035	4,146	...	4,146	1,48,775	...	1,48,775
181	...	181	2,076	...	2,076	145	...	145	2,402	...	2,402
499	20	519	3,406	15	3,421	561	33	594	4,466	68	4,534
41	...	41	698	...	698	64	...	64	803	...	803
25,325	**20**	**25,345**	**1,29,056**	**15**	**1,29,071**	**4,950**	**33**	**4,983**	**1,59,331**	**68**	**1,59,399**
...	...	...	...	...	...	...	...	...	...	...	...
...	145	145	...	2,314	2,314	...	84	84	...	2,543	2,543
...	35	35	...	276	276	...	...	...	...	311	311
25	244	269	56	3,557	3,613	60	976	1,036	141	4,777	4,918
...	...	...	...	181	181	...	19	19	...	200	200
25	**424**	**449**	**56**	**6,328**	**6,384**	**60**	**1,079**	**1,139**	**141**	**7,831**	**7,972**
25,350	**444**	**25,794**	**1,29,112**	**6,343**	**1,35,455**	**5,010**	**1,112**	**6,122**	**1,59,472**	**7,899**	**1,67,371**
37,592	**881**	**38,473**	**1,57,726**	**7,017**	**1,64,743**	**5,805**	**1,357**	**7,162**	**2,15,757**	**9,912**	**2,25,669**

GENERAL

Return showing the **Results of Prescribed Examinations** *in the North-*

Nature of Examination.	*Number of Institutions sending Examinees.*				*Number of Examinees.*				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	2	2	...	4	16	11	...	7	34
2. Bachelor of Arts	2	4	2	8	81	129	9	12	231
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. Intermediate Examination ...	3	5	7	15	182	261	63	23	529
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...		...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit (*a*) ...	1	1	...	2	79	1	...	...	80
„ „ Arabic (*b*) ...	...	1	1	2	...	3	1	...	4
„ „ Persian (*b*) ...	...	...	...	...	...	...	...	...	1
4. High Proficiency in Sanskrit (*c*) ...	2	5	9	16	88	16	11	1	117
„ „ „ Arabic (*b*) ...	...	1	...	1	...	1	...	2	1
„ „ „ Persian (*b*) ...	...	1	...	1	...	1	...	...	1
5. Proficiency in Sanskrit (*d*) ...	2	8	19	29	48	19	42	...	114
„ „ Arabic (*e*) ...	1	3	1	5	1	7	5	5	17
„ „ Persian (*b*) ...	...	1	...	1	...	2	...	4	2
„ „ Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	4	1	7	28	39	2	...	69
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					13	...	...	...	13
2. B. C. E.					21	...	...	...	21
3. L. C. E.	1	...	...	1	39	...	...	...	39
4. First L. C. E.					340	...	...	...	340
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... ... { Boys ...	33	46	5	84	625	710	38	429	1,802
{ Girls	...	9	...	9	...	34	...	5	39
Middle School Examination { Boys ...	339	105	17	461	3,464	1,486	171	1,891	7,012
{ Girls ...	2	12	...	14	6	65	...	1	72
Upper Primary Examination { Boys ...	2,028	146	21	2,195	9,397	1,740	369	156	11,662
{ Girls ...	16	40	...	56	22	195	...	...	217
Lower Primary Examination { Boys ...	4,006	150	23	4,179	20,139	2,144	278	11	22,572
{ Girls ...	38	111	5	154	76	705	61	...	842
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School examination for Masters. { Upper ...	3	...	...	3	54	...	...	24	78
{ Lower ...	3	...	...	3	239	...	...	134	373
2. Training School examination for Mistresses. { Upper ...	...	...	...	...	...	...	...	...	...
{ Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	38	...	...	...	38
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination. { Upper ...	...	...	...	...	...	...	...	...	...
{ Lower ...	...	1	...	1	...	28	...	...	28

(*a*) Acharya examination of the Sanskrit College, Benares and
(*b*) Panjab University examinations.
(*c*) Madhyama Pariksha examination of the Sanskrit College,
(*d*) Prathama ditto ditto
(*e*) Mulla examination of Muir College, and Maulvi examina-

TABLE VI.

Western Provinces and Oudh during the official year 1893-94.

Number passed.					*Race or Creed of passed Scholars.*					Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
11	12	13	14	15	16	17	18	19	20	21
12	7	...	5	24	1	...	20	3	...	
49	92	7	5	153	1	3	112	37	...	
...	...	...	...	...	...	...	...	...	...	
79	112	24	3	218	6	9	161	39	3	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
72	1	...	...	73	...	...	73	...	...	
...	1	1	...	2	...	...	...	2	...	
...	...	...	1	1	...	...	...	1	...	
63	7	6	2	78	...	...	78	...	...	
...	1	...	...	1	...	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	
21	5	18	2	46	...	...	46	...	...	
...	1	3	3	7	...	...	...	7	...	
...	2	...	...	2	...	...	...	2	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
12	20	2	...	34	...	...	31	3	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
13	...	...	...	13	10	...	3	...	...	Engineer. (Roorkee College Examinations)
20	...	...	...	20	14	...	5	1	...	Upper Subordinate.
39	...	...	...	39	...	...	33	6	...	Lower Subordinate.
115	...	...	...	115	27	1	69	17	1	College Entrance.
...	...	...	...	...	...	...	...	...	...	
291	295	21	66	673	33	13	483	130	14	
...	11	...	4	15	12	3	...	...	...	
2,098	716	58	349	3,221	29	26	2,410	754	2	
3	21	...	...	24	15	6	1	2	...	
6,724	1,115	173	59	8,071	98	52	6,386	1,531	4	
16	137	...	...	153	25	100	19	9	...	
16,736	1,613	192	5	18,546	118	101	15,332	2,995	...	
52	581	40	...	673	177	266	170	60	...	
42	...	...	2	44	...	...	35	9	...	
202	...	...	19	221	...	...	202	19	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
29	...	...	...	29	...	—	20	9	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	22	...	...	22	...	22	...	...	...	

Shastri examination of the Panjab University.

Benares, and Visharada examination of the Panjab University.
Prajna ditto ditto.
tion of the Panjab University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.			Expenditure of				
			In Institutions managed				
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1			2	3	4	5	6
							Rs.
University Education.	*Arts Colleges.*						
	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law		...	...	...	...	...
	Engineering		...	...	...	...	...
		Total ...	...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys. High Schools		...	...	...	...	...
	For Boys. Middle Schools. English		2	167	156	126	...
	For Boys. Middle Schools. Vernacular		205	30,746	29,507	24,214	...
	For Girls. High Schools		...	...	...	...	...
	For Girls. Middle Schools. English		...	...	...	...	...
	For Girls. Middle Schools. Vernacular		1	30	28	21	...
		Total ...	308	30,943	29,691	24,361	...
	Primary Schools.						
	For Boys		3,864	1,48,775	1,40,845	1,14,280	300
	For Girls.		112	2,543	2,471	1,978	...
		Total ...	3,976	1,51,318	1,43,316	116,258	300
School Education, Special.	*Schools for Special Instruction.*						
	Training Schools for Masters		...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Industrial Schools		...	...	...	...	...
	Other Schools		...	...	...	...	...
		Total ...	...	...	...	...	...
Buildings			...	...	...	...	...
Furniture and Apparatus (Special grants only)			...	...	...	...	...
		Total ...	...	...	...	...	...
Inspection			...	...	...	...	...
Scholarships held in	Arts Colleges		...	...	...	...	...
	Professional Colleges		...	...	...	...	...
	Secondary Schools		...	...	...	...	...
	Primary Schools		...	...	...	...	...
	Special Schools other than Training Schools.		...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total ...	...	...	...	...	...
		GRAND TOTAL ...	4,284	182,261	173,007	1,40,619	300

TABLE VII.

Instruction in the North-Western Provinces and Oudh for the official year 1893-94.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						*In Institutions managed by—*			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	4,066	...	...	4,066
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	4,066	...	60	4,126
...	...	...	...	...	...	129,629	2,400	47,584	1,79,613
888	1,158	664	24	668	3,402	13,380	2,283	21,005	37,556
1,44,261	5,367	42,790	36	371	192,825	...	...	1,740	1,46,001
...	...	...	...	...	...	...	...	1,917	1,917
...	...	...	...	...	...	...	...	6,384	6,384
211	...	48	...	...	259	...	480	...	691
145,360	6,525	43,502	60	1,039	196,486	143,009	5,163	78,630	3,72,162
4,98,094	4,471	23,152	1,775	179	5,27,971	8,792	36	12,729	5,19,651
12,731	654	...	...	...	13,385	...	...	14,683	27,414
5,10,825	5,125	23,152	1,775	179	5,41,356	8,792	36	27 412	5,47,065
...	...	...	...	...	...	48,023	...	...	48,023
...	...	...	...	...	...	...	...	2,400	2,400
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,560	1560
...	...	...	...	...	...	11,031	...	3,540	14,571
...	...	...	...	...	...	59,054	...	7,500	66,554
1,07,149	165	930	149	...	1,08,393	31,948	...	409	1,39,506
7,330	...	2,359	21	...	9,710	2,583	...	3,355	13,268
1,14,479	165	3,289	170	...	1,18,103	34,531	...	3,764	1,52,774
...	...	...	...	...	...	...	...	...	2,59,360
...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	21,113
...	...	...	...	...	...	...	...	...	50
...	...	...	...	...	...	...	...	...	216
...	...	...	...	...	...	...	...	...	26,989
...	...	...	...	...	...	...	...	...	307,730
7,70,664	11,815	69,943	2,005	1,218	8,55,945	2,49,452	5,199	1,17,366	14,50,411

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.					Expenditure of					
					In Institutions managed					
					Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1					17	18	19	20	21	22
									Rs.	Rs.
	Arts Colleges.									
University Education.	English				...	...	...	...	...	...
	Oriental				...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.									
	Law				...	...	...	...	...	...
	Engineering				...	...	...	...	...	...
	Total			...	...	...	...	...	...	...
	Secondary Schools.									
School Education, General.	For Boys	High Schools		...	1	124	112	95	...	816
		Middle Schools.	English	...	11	987	973	836	...	9,176
			Vernacular	...	2	298	276	202	...	1,715
	For Girls	High Schools		...	...	...	...	...	...	...
		Middle Schools.	English	...	...	...	...	...	...	...
			Vernacular	...	1	18	20	15	...	600
	Total			...	15	1,427	1,381	1,148	...	12,307
	Primary Schools.									
	For Boys			...	55	2,402	2,273	1,917	...	10,646
	For Girls			...	12	311	302	211	...	3,212
	Total			...	67	2,713	2,575	2,128	...	13,858
	Schools for Special Instruction.									
School Education, Special.	Training Schools for Masters			...	...	...	...	...	...	...
	Training Schools for Mistresses			...	...	...	...	...	...	...
	Medical Schools			...	...	...	...	...	...	...
	Industrial Schools			...	...	...	...	...	...	...
	Other Schools			...	...	...	...	...	...	...
	Total			...	...	...	...	...	...	...
Buildings				...	...	...	...	...	...	1,266
Furniture and Apparatus (Special grants only)				...	...	...	...	...	...	476
	Total			...	...	...	...	...	...	1,742
Inspection				...	...	...	...	...	...	...
Scholarships held in	Arts Colleges			...	...	...	...	...	...	...
	Professional Colleges			...	...	...	...	...	...	...
	Secondary Schools			...	...	...	...	...	...	...
	Primary Schools			...	...	...	...	...	...	...
	Special Schools other than Training Schools.			...	...	...	...	...	...	...
Miscellaneous				...	...	...	...	...	...	...
	Total			...	...	...	...	...	...	...
	GRAND TOTAL			...	82	4,140	3,956	3,276	...	27,907

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh for the official year 1893-94.

Municipal Boards on Public Instruction.									
by Municipal Boards.					*In Institutions managed by—*			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	200	...	4,672	4,872	8,938
...	...		...	...	...	...	28	28	88
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	200	...	4,700	4,900	9,026
2,400	1511	...	99	4,826	12,610	...	13,400	26,826	2,06,439
2,283	6,192	...	...	17,651	1,329	1,158	9,898	21,561	59,117
...	95	...	...	1,810	...	5,367	336	7,418	1,53,419
...	...	...	...	...	...	...	446	446	2,363
...	...	...	...	...	...	...	144	144	6,528
480	...	...	...	1,080	...	...	...	600	1,291
5,163	7,798	...	99	25,367	13,939	6,525	24,224	56,995	4,29,157
36	1,831	156	...	12,669	6,117	4,471	2,451	23,685	5,43,336
...	...	...	...	3,212	...	654	1,580	5,446	32,860
36	1,831	156	...	15,881	6,117	5,125	4,031	29,131	5,76,196
...	...	...	...	...	...	...	...	...	48,023
...	...	...	...	...	...	...	...	...	2,400
...	...	...	...	...	...	...		...	...
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	462	462	15,033
...	...	...	...	...	...	...	462	462	67,016
...	...	...	127	1,393	274	165	3,002	4,707	1,44,213
...	19	...	...	495	58	...	432	966	14,234
...	19	...	127	1,888	332	165	3,434	5,673	1,58,447
...	...	...	...	...	...	...	...	...	2,59,360
...	...	...	...	...	...	...	...	1,945	1,947
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,125	23,238
...	...	...	...	...	...	...	...	24	74
...	...	...	...	...	...	...	...	3,332	3,548
...	...	...	...	...	...	...	...	585	27,574
...	...	...	...	...	...	...	...	8,011	3,15,741
5,199	9,648	156	226	43,136	20,588	11,815	36,851	1,05,172	15,55,583

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-*

(For Europeans

Class of institutions.	PUBLIC INSTITUTIONS.							
	UNDER PRIVATE MANAGEMENT.							
	Aided by Government or by Local Fund or Municipal Boards.				*Unaided.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. — English	...	...	...	...	2	24	21	21
Total ...	...	...	...	...	2	24	21	21
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. — For Boys ... High Schools ...	12	1,222	1,177	1,102	...	...	...	...
For Boys ... Middle Schools English...	2	126	123	104	...	...	...	...
For Girls ... High Schools ...	11	874	906	827	...	...	...	...
For Girls ... Middle Schools. English...	1	194	173	173	...	...	...	...
Total ...	26	2,416	2,373	2,206	...	...	...	...
Primary Schools.								
For Boys	6	237	227	201	...	...	...	...
For Girls	10	427	422	366	...	...	...	...
Total ...	16	664	649	567	...	...	...	...
Total of Colleges and Schools of Public Instruction.	42	3,080	3,022	2,773	2	24	21	21

TABLE III.

Western Provinces and Oudh for the official year 1893-94.

AND EURASIANS.)

Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
2	24	24	21	17	21	...	....	3	...	...	...	
2	**24**	**24**	**21**	**17**	**21**	...	...	**3**	...	...	...	
12	1,222	1,222	629	864	1,219	...	...	1	2	54	...	
2	126	126	5	106	111	...	7	6	2	...	...	
11	874	874	389	267	867	3	...	...	4	...	66	
1	194	194	...	95	194	...	...	...	...	...	...	
26	**2,416**	**2,416**	**1,023**	**1,332**	**2,391**	**3**	**7**	**7**	**8**	**54**	**66**	
6	237	237	...	77	232	5	...	...	...	68	...	
10	427	427	...	83	413	4	1	1	8	...	130	
16	**664**	**664**	...	**160**	**645**	**9**	**1**	**1**	**8**	**68**	**130**	
44	**3,104**	**3,104**	**1,044**	**1,509**	**3,057**	**12**	**8**	**11**	**16**	**122**	**44**	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

(For Europeans

Objects of Expenditure.			PUBLIC					
			UNDER PRIVATE					
			Aided by Government or by Local Fund or Municipal Boards.					
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6	7	8
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.									
UNIVERSITY EDUCATION ... English		...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...	...
Secondary Schools.									
SCHOOL EDUCATION, GENERAL. For Boys ...	High Schools ...	...	39,037	...	360	1,73,636	902	24,400	2,38,335
	Middle Schools, English	...	1,496	200	600	2,176	300	3,115	7,887
For Girls ...	High Schools ...	...	34,610	357	446	1,21,073	...	18,621	1,75,107
	Middle Schools, English	...	6,067	...	...	1,051	...	10,098	17,216
Total		...	**81,210**	**557**	**1,406**	**2,97,936**	**1,202**	**56,234**	**4,38,545**
Primary Schools.									
For Boys		...	8,743	2,000	672	2,917	6,113	3,354	23,799
For Girls		...	10,046	219	808	3,353	1,066	1,179	16,671
Total		...	**18,789**	**2,219**	**1,480**	**6,270**	**7,179**	**4,533**	**40,470**
Buildings.		...	7,701	...	1,485	9,702	7,617	44,222	70,727
Furniture and Apparatus (Special grants only)		...	200	2,928	400	3,349	472	1,285	8,634
Total		...	**7,901**	**2,928**	**1,885**	**13,051**	**8,089**	**45,507**	**79,361**
Inspection		...	...	...	...	...	...	...	...
Scholarships held in ...	Arts Colleges	...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...	...
Total		...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction		...	**1,07,900**	**5,704**	**4,771**	**3,17,257**	**16,470**	**1,06,274**	**5,58,376**

TABLE IV.

North-Western Provinces and Oudh for the official year 1893-94.

and Eurasians.)

INSTITUTIONS.										
MANAGEMENT.				*Total Expenditure from—*					Grand Total.	Remarks.
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
5,982	...	...	5,982	...	...	...	5,982	...	5,982	
5,982	...	...	**5,982**	...	...	...	**5,982**	...	**5,982**	
...	...	...	...	39,037	...	360	1,73,636	25,302	2,38,335	
...	...	...	...	1,496	200	600	2,176	3,415	7,887	
...	...	...	...	34,610	357	446	1,21,073	18,621	1,75,107	
...	...	...	...	6,067	...	...	1,051	10,098	17,216	
...	...	...	...	**81,210**	**557**	**1,406**	**2,97,936**	**57,436**	**4,38,545**	
...	...	...	...	8,743	2,000	672	2,917	9,467	23,799	
...	...	...	...	10,046	219	808	3,353	2,245	16,671	
...	...	...	...	**18,789**	**2,219**	**1,480**	**6,270**	**11,712**	**40,470**	
...	...	...	...	7,701	...	1,485	9,702	51,839	70,727	
...	...	...	...	200	2,928	400	3,349	1,757	8,634	
...	...	...	...	**7,901**	**2,928**	**1,885**	**13,051**	**53,596**	**79,361**	
...	...	...	...	...	2,274	...	...	...	2,274	
...	...	...	...	144	...	...	...	...	144	
...	...	...	...	657	60	...	58	600	1,375	
...	...	...	...	1,463	3,889	...	2,172	51,848	59,372	
...	...	...	...	**2,264**	**6 223**	...	**2,230**	**52,448**	**63,165**	
5,982	...	...	**5,982**	**1,10,164**	**11,927**	**4,771**	**3,25,469**	**1,75,192**	**6,27,523**	

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General

(For Europeans

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided English	14	1,348	158	3	161	440	23	463
Total ...	**14**	**1,348**	**158**	**3**	**161**	**440**	**23**	**463**
For Girls ... Aided English	12	1,068	...	86	86	1	384	385
Total ..	**12**	**1,068**	...	**86**	**86**	**1**	**384**	**385**
Total, Secondary Schools ...	**26**	**2,416**	**158**	**89**	**247**	**441**	**407**	**848**
Primary Schools—								
For Boys ... Aided	6	237	...	...	...	...	...	...
Total ...	**6**	**237**	...	...	...	...	...	...
For Girls ... Aided	10	427	...	...	...	...	...	...
Total ...	**10**	**427**	...	...	...	...	...	...
Total, Primary Schools ...	**16**	**664**	...	...	...	...	...	...
GRAND TOTAL ...	**42**	**3,080**	**158**	**89**	**247**	**441**	**407**	**848**

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1893-94.

and Eurasians.)

Upper Primary Stage.			Lower primary stage,						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
367	13	380	226	12	238	103	3	106	1,294	54	1,348
367	13	380	226	12	238	103	3	106	1,294	54	1,348
7	243	250	26	154	180	32	135	167	66	1,002	1,068
7	243	250	26	154	180	32	135	167	66	1,002	1,068
374	256	630	252	166	418	135	138	273	1,360	1,056	2,416
59	20	79	43	15	58	67	33	100	169	68	237
59	20	79	43	15	58	67	33	100	169	68	237
25	79	104	45	88	133	60	130	190	130	297	427
25	79	104	45	88	133	60	130	190	130	297	427
84	99	183	88	103	191	127	163	290	299	365	664
458	355	813	340	269	609	262	301	563	1,659	1,421	3,080

ORDERS OF GOVERNMENT.

No. $\frac{422}{\text{III—48}/2}$ OF 1894.

FROM

THE SECRETARY TO GOVERNMENT,
N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 26TH DECEMBER 1894.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt on the 6th November 1894 of the report on Public Instruction in the North-Western Provinces and Oudh for the year 1893-94.

2. The report deals as in former years with the statistics of those institutions only which, whether as State or aided institutions, are under the control or supervision of the Education Department. The Imperial returns appended to the report include all schools and colleges in the Province, whether connected with the Department or not. They include for instance the Thomason Engineering College, the Agra Medical School, the patwári schools, and private indigenous schools. According to the Imperial returns the number of public schools and colleges in the Provinces in 1893-94 was 4,902 against 4,958 in 1892-93, and the number of scholars on the rolls 232,806 against 221,022. The increase in the enrolment is satisfactory. The decrease in the schools appears to be due to the abolition of useless or inefficient schools of the primary class. Of the 232,806 scholars 2,922 were in the University stage, 2,678 in the High stage, 12,613 in the Middle stage, 38,473 in the Upper Primary stage, 171,905 in the Lower Primary stage, and 4,215 in special schools. The numbers in the Higher stages show a satisfactory increase on the corresponding figures for 1892-93. The number of private schools is returned at 6,386 with 68,803 scholars, against 5,910 with 68,394 scholars in 1892-93. Most of the private schools are elementary, and one-fourth of them are merely Korán schools. Of the 232,806 scholars enrolled in public institutions only 10,147 are girls. This figure includes 1,421 girls enrolled in special schools for Europeans and Eurasians,* and 1,850† Native Christians. Of the 68,803 scholars in private schools 2,313 are girls. Taking public and private institutions together, the percentage of boys attending school to the male population of school-going age is 7·93. For girls the percentage is ·37. The total expenditure incurred by public institutions in 1893-94 was Rs. 36,12,928 against Rs. 34,46,894 in 1892-93. The increase was chiefly met from subscriptions and endowments, as the expenditure from public revenues in 1893-94 was only Rs. 28,419 higher than in 1892-93.

* General Table V.
† General Table III, column 24.

3. The above figures are from the Imperial returns. The departmental statistics for public institutions controlled or supervised by

the Department return 4,799 such institutions in 1893-94 against 4,845 in 1892-93, with an enrolment of 216,083 scholars against 204,556 in 1892-93. This increase in the attendance, as has been already observed in summarising the Imperial returns, is satisfactory. The expenditure shows a considerable increase on that of 1892-93,* but the increase has in the main been met from fees and endowments. The growth of the fee receipts is encouraging, but His Honor the Lieutenant-Governor is inclined to think that there is still room for improvement, as the fees charged in Government Colleges for University education are low, while the cost to the State for these colleges tends to increase. The subjoined table shows the distribution of the year's expenditure:—

	1893-94.	1892-93.
	Rs.	Rs.
*Public revenues... ...	12,87,608	12,32,022
Municipal revenues ...	91,488	90,880
Fees	6,65,894	5,68,411
Endowments	3,32,042	3,24,923
	23,77,032	23,16,236
	8,91,549	8,91,659
	32,68,581	31,07,895

Source of expenditure.	On University education.	On secondary education.	On primary education.	On special education.	Total direct expenditure.	Indirect expenditure.	Total expenditure in 1893-94.	Total expenditure in 1892-93.	*Percentage*— To total expenditure. 1893-94.	1892-93
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Public revenues.	1,52,222	5,01,168	5,72,994	61,224	12,87,608	581,762	18,69,370	18,41,826	57	59
Municipal funds.	4,900	56,995	29,131	462	91,488	10,352	1,01,840	1,02,578	3	3
Fees	62,408	5,56,067	44,897	2,522	6,65,894	90,745	7,56,639	6,64,354	23	21
Other sources,	66,873	1,71,444	85,147	8,578	3,32,042	2,08,690	5,40,732	4,99,137	16	16
Total ...	2,86,403	12,85,674	7,32,169	72,786	23,77,032	8,91,549	32,68,581	31,07,895		

Of the total direct expenditure on University education 53 per cent. was borne by the public revenues, against 50 per cent. in 1892-93 and 47 per cent. in 1891-92. This is not as it should be, and you are requested to report whether the scale of fees in force in the State colleges cannot now be raised. These colleges set the standard for aided colleges, and however welcome might be a larger fee income to an aided college, and however much a higher scale of fees in such a college might be justified by increased outlay on tuition, it cannot move until the State colleges take the initiative. It may be noticed that the expenditure from public revenues on the two State colleges at Allahabad and Benares has risen from Rs. 126 per scholar in 1892-93 to Rs. 160 in 1893-94. The average grant per scholar to aided colleges has during the same period fallen from Rs. 60 to Rs. 57.

4. The attendance at the colleges of the Province continues to grow, the total enrolment in 1894 being 1,476 against 1,403 in 1893. The Muir Central College heads the list with 312 students, closely followed by the Canning College (262), the Agra College (238), and the Queen's College (219). In all there are 15 institutions in the Province in which college classes exist, but in seven only do the

scholars exceed 40. The remaining eight are high schools to which small collegiate departments, ordinarily teaching up to the Intermediate examination only, are attached. The collegiate department of the Meerut High School is the latest example of this process of accretion. That there is room in the Meerut Division for a college may be admitted. But private liberality has still much to accomplish in respect of the college lately founded before it can take rank with other divisional colleges.

5. The students who carry their studies beyond the B. A. degree are still very few in these Provinces. This is to be regretted, as the concentration of study on a particular subject which the M. A. course involves is of great educational value. It may take some time before the popular notion that the M. A. degree has no special value in the case of appointments to the public services is dispelled. The foundation by private benefactors of teaching fellowships, to be held on the condition of the holder proceeding to the M. A. degree and of his taking part in college teaching, would be a great advantage to the larger colleges, besides enabling meritorious students to complete their education. In the B. A. Examination of 1893 the number of candidates shows a slight falling off on the figures for 1892. The percentage of passes was higher, to which result the leniency of the examiners in certain subjects appears to have contributed. If, as is stated in paragraph 32 of the report, the very modest standard of original composition in the English language now required of candidates in the B. A. Examination is an excessive tax on their capacity, an examination in Philosophy which 182 out of 190 of the said candidates managed to successfully pass must resolve itself into an affair of memory and parrot-like repetitions of unmeaning formulæ. There is less opportunity for success by these facile methods in the B Course, and the comparatively small number of students who elect for it is no doubt in a great measure due to a general belief in its greater difficulty. The abolition of definite text-books in the subjects of Mathematics and Physical Science, which has now been approved by the University, is a step in the right direction. As Professor Murray points out, it has the further advantage of enabling the lecturer in Science to select and make up his own apparatus. The account given of the workshop recently started at the Muir College, where instruments for lecture experiments are now made under Professor Murray's supervision at a very small cost, is interesting. Work on similar lines is also being attempted in the Industrial School at Lucknow, and as you show in paragraph 177 with a fair amount of success.

Examination.	*Candidates.*		*Passed.*	
	1892.	1893.	1892.	1893.
M. A. ...	20	27	14	19
B. A.—				
A Course ...	184	173	107	118
B Course ...	43	46	26	30
Intermediate—				
A Course ...	541	374	268	147
B Course ...		129		68

6. In the Intermediate examination also the number of candidates was slightly less than in 1892. The number of passes was 215 against 268 in 1892. The opinion expressed by the Principal of the

Muir College that "the students choosing the B Course are on the whole superior to the A Course men" is noteworthy: as is also that expressed in paragraph 45 of the report that many students who pass the Intermediate examination "have no practical knowledge of English at all." An effort has now been made to raise the standard by prescribing a paper in translation from the vernacular into English, of which the first result has been a largely increased number of failures. It is at least satisfactory to find that in the opinion of so experienced a teacher as the Principal of the Agra College the examination in English now exacted by the Allahabad University from candidates for matriculation is more searching than that of any other Indian University.

7. Paragraph 49 deals with the important question of boarding accommodation in colleges. The progress made by the Agra College where 340 boarders can now be taken is a testimony to the public spirit and liberality of its supporters. It is to be hoped that what the Muhammadan community has done for Muhammadan boarders at the Muir Central College will be imitated by Hindu well-wishers of this College, as boarding accommodation for Hindu students is very defective.

8. In the law departments of the different colleges 757 students were enrolled against 615 in 1892. Thirty-four obtained the degree of Bachelor of Law against 24 in 1892. These law classes are largely attended by students who are not enrolled in the Arts classes of the colleges and who have no intention of appearing at a law examination. Among the Oriental colleges or collegiate departments the Sanskrit College of Benares holds undisputed the first place, and fulfils many of the functions of an examining University in oriental studies.

9. Section IV of the report deals with the Anglo-Vernacular schools. The results of the three public examinations by which the teaching of these schools is tested show satisfactory progress on the figures for the preceding year. The School Final examination, which was held for the first time this year, is alternative to the University Entrance examination, and subject to certain conditions is accepted by the University as qualifying for matriculation. It is distinguished from the ordinary Entrance examination by the greater stress laid on English and the vernacular, and by the substitution of science, drawing and other subjects for a classical language. It should prove a valuable preparatory course for students who intend to take the B Course in Arts examinations of the University or the science course which the recently constituted Faculty of Science will eventually prescribe. The small number of students who have appeared at the first School Final examination is, in the circumstances explained in paragraph 71 of

Examination.	*Number of candidates.*		*Number passed.*	
	1893.	1894.	1893.	1894.
Matriculation ...	1,262	1,204	632	533
School Final ...	...	84	...	50
English Middle ...	3,013	3,145	1,272	1,338
Total ...	4,275	4,433	1,904	1,921

the report, not unsatisfactory. Drawing and science classes had to be established, and scholars induced to embark in novel lines of study. Drawing is now taught in 11 schools and science in 14, and as the lower classes in drawing and science in most of these schools are well filled, the popularity of the School Final examination seems assured. A boy can now begin the study of drawing on reaching the Upper Primary section of a school, and can prosecute it for the six years which separate this stage from the School Final examination. Similarly for science he has four years, as he begins it on reaching the Middle stage. A thorough attempt has thus been made to give this side of school instruction its due importance from the very threshhold of secondary schools, and a few years hence its effects should be felt in the higher walks of education.

10. The comparative success in the public examinations of each school in the Province is examined at length in the report. Generally speaking the highest percentage of success has been obtained by the smaller schools, where the teachers can give more time to the training of individual pupils. Among large schools the Agra and Aligarh Collegiate Schools and the Lucknow Jubilee High School did best. Of smaller schools the Budaun High School deserves honourable mention.

11. Leaving the results of the examinations, the report from paragraph 94 onwards deals with the general statistics of the Anglo-Vernacular schools. There were 38 Government schools of this class in the Province in 1893 against 37 in 1892, of which 33 teach up to the Entrance, and five up to the Middle. The average number of students on the rolls was 7,213, of whom 956 were in the High section and 1,872 in the Middle section. The figures do not materially differ from those of 1892. There were 33 branch schools, in which 2,792 boys were under instruction in Lower Primary classes. The number of aided secondary Anglo-Vernacular schools was 76, the same as in the preceding year, with an enrolment of 12,698 boys, of whom 1,101 were in the High section, and 2,567 in the Middle. The list is completed by 21 unaided schools, which are connected with the Department by being "recognised" public institutions. Returns of the number of students in these unaided recognised schools are not given, but they sent up a fair number of candidates for the Entrance and Middle examinations.

12. The total expenditure per scholar in Government Anglo-Vernacular secondary schools was Rs. 36 3, of which Rs. 21·6 was borne by public funds. In aided schools of this class the total expenditure per scholar was Rs. 25·3, of which Rs. 11 was borne by public funds. As has been in previous years remarked, the comparison is subject to the consideration that there are proportionally more scholars in the lowest classes in aided schools than in Government schools. In Government schools the growth of the fee receipts (Rs. 1,02,499 against Rs. 97,018 in 1892) and the decrease in the expenditure from public funds (Rs. 1,58,800 against Rs. 1,63,085) are very satisfactory features.

13. The accounts given by the Circle Inspectors of the increasing popularity of games and athletic exercises are encouraging (paragraph 101). The boarding-house accommodation in not a few schools still leaves much to be desired. It is satisfactory to learn that the punishment code is found to work well.

14. Section V of the report deals with vernacular schools for boys. These schools group themselves into Middle and Primary, according as they have or have not a section which prepares for the public examination termed the "Vernacular Middle." Of State vernacular schools classed as Middle there were 305 in 1893 with an enrolment of 29,507 boys. The corresponding figures for 1892 were 315 schools with an enrolment of 27,729. The decrease in the number of schools is due to the abolition of inefficient Middle classes tacked on to village schools, and without a proper teaching staff. The increase in the number of scholars on the rolls is satisfactory. Out of a total expenditure of Rs. 1,92,825 the fee receipts provided Rs. 42,790. These schools are paid for and administered by District Boards. The aided Middle schools number only 12 with an enrolment of 1,539 boys, and half of these are under missionary management. The number of candidates sent up to the Vernacular Middle examination held in December 1893 was 3,759 against 3,413 in 1892. Of these 2,393 belonged to State schools, 143 to aided schools, and 1,223 were private candidates. The fact that the Middle examination is the minimum educational qualification for admission to the lowest clerical grades of the public service induces many to attempt to pass it after they have left school. The attempt frequently ends in failure, as not one in four of the private candidates passed in 1893. Two in three of the candidates from State schools passed.

15. Paragraph 125 gives an unsatisfactory account of the boarding accommodation attached to Middle schools. It is generally insufficient and seldom suitable. You should bring the more pressing cases as they come before you to the notice of the District Boards. In the Gorakhpur District, where boarders are said to sleep in the school verandahs, a reference should at once be made to the District Board. The account given in paragraph 127 of the progress made in introducing physical training in these schools is satisfactory.

16. There was a small decrease in the number of State Vernacular Primary schools (3,862 against 3,878 in 1892), but a substantial improvement in the enrolment (148,629 boys against 140,395 in 1892). The results of the Circle examinations are also more favourable than in the previous year, though it is clear from paragraph 139 of the report that too much reliance cannot be put on this test. The remarks in paragraph 133, that these schools though in name village schools are attended not by the children of the actual tillers of the soil but by those of the trading, clerical and landowning classes, and that the agriculturist fears the effect of learning on his sons, no doubt represent the real facts, and go far to explain why the attendance at village schools is a mere fraction of the children of school going age. Whether the instruction which these schools afford best meets the restricted

literary wants and the special interests of the agricultural classes is a matter which the Department might do much good in investigating. The introduction into our village schools of prints illustrating the life history of insect pests which have been prepared under the instructions of the Government of India in the Revenue and Agricultural Department is an attempt in the right direction. Systematic teaching in agriculture is at present beyond the reach of possibility, but itinerant lecturers on agricultural subjects could probably be obtained through the Department of Land Records and Agriculture by the District Boards of Cawnpore and neighbouring districts. I am to ask you to consider the suggestion in communication with the Director.

17. The aided Primary schools in the Province are few in number and the enrolment small (paragraph 144). As to the unaided indigenous schools in the Province the returns for 1893 give 1,657 "advanced" schools with 18,180 scholars against 1,458 schools with 15,844 scholars in 1892; and 3,138 "elementary" schools with 35,895 scholars against 3,318 schools with 40,080 scholars in 1892. The returns however are imperfect, and even now probably understate the number of indigenous schools and their scholars.

18. Section VI deals with the education of native girls. There were 124 Primary girls' schools maintained by Government or municipal funds with an attendance roll of 2,854 pupils, of whom only 180 were in the Upper Primary section. Of aided Primary girls' schools there were 118 with 4,220 scholars, all of which are under missionary management. The figures show no improvement on those of previous years, nor are the reports of the Assistant Inspectors encouraging. The lack of competent teachers, the difficulties of the *pardah* and early marriage systems, and the apathy of the people are, as in the past, complained of. The situation of schools in out-of-the-way unimportant places where they are not easy of access and inspection, which one Assistant Inspector states to be the case in his (the Agra) Division, is capable of being remedied by the removal of such schools, if maintained by public funds, to more convenient and populous localities. The comparative success of the municipal girls' schools in Lucknow indicates that concentration of resources and efficient inspection are essential.

19. Secondary schools for native girls in which instruction is given in English and Vernacular are entirely the outcome of missionary effort, though receiving grants in aid from public funds. They number 16 with 1,183 pupils, only 137 of whom are in the secondary stage. It is to these schools that local Dufferin Fund Committees have to look for candidates with a sufficient general education to follow the medical course at Agra, and their improvement is of much importance in reference to this movement. The appointment of an Inspectress for these schools and the institution of a special secondary examination for girls, during the year under report, are hoped to conduce to this improvement.

20. Under Section VII—Special Education—the three provincial Normal schools for the training of vernacular teachers, and the recently founded Industrial School at Lucknow are noticed. In the Normal schools the number of pupils was 297 against 322 in 1892, and the cost to the State per pupil was Rs. 161 against Rs. 146 in 1892. During the year the curriculum was revised, with the result that lower grade teachers can pass out in one year instead of two. This, with a fuller utilisation of the ample accommodation at the Normal School in Lucknow, should enable the three existing schools to supply the requirements of the Meerut and Rohilkhand Divisions for certificated teachers, and should make the proposed re-establishment of a fourth school at Bareilly unnecessary. Sir Charles Crosthwaite recently visited the school at Lucknow and was well pleased with the regulations for the instruction and housing of the students, and with the bearing of the students themselves. This Province as compared with others in India is deficient in its provisions for training teachers, as no central training college for English schools exists, nor are practising classes attached to the vernacular Normal schools. The question of remedying these deficiencies has lately been referred to you for report.

21. The account of the progress of the Industrial School established two years ago in the Wingfield Munzil, Lucknow, is encouraging. The orders of Government restricting the time given to English to three hours a week, with a view to increase the time spent on manual training and to prevent the school from lapsing into a cheap literary seminary, have not permanently reduced the attendance. The pupils (135) on the rolls on the 31st March 1894 were more numerous than on the same date in the preceding year, and the accommodation is fully taken up. The question of appointing a second instructor in smith's work should be examined and reported on. It should also be considered whether the number of free students might not be reduced and the fee income improved. Judging from the large number of boys who left the school during the year, it would seem that many stay too short a time to profit much from the instruction. Something might be done to check this tendency, especially in the case of boys to whom the privilege of free admission is granted. The Managing Committee should be requested to consider this matter. The Department of Public Works will be asked if it can purchase the bolts and other iron work which the school turns out. I am to request that you will convey the thanks of the Government to the Superintendent of the Locomotive Workshops of the Oudh and Rohilkhand Railway for his services on the Committee of Management. The provision of a more suitable building than the Wingfield Munzil for the school will probably have to stand over for some time.

22. The last section of the report deals with the education of special classes of the community under the three sub-heads of (1) schools under the European Code: (2) the education of Muhammadans: and (3) the Colvin Talukdár School, Lucknow. The number of schools aided under the Code of Regulations for European Schools rose during

the year from 30 to 42, and the class attendance from 2,148 to 2,657. This does not however denote an actual increase in the number of boys and girls under instruction in the Provinces, but merely the admission to the grant-in-aid rules of certain schools which for various reasons had before been refused admission. The total State expenditure on this class of schools rose from Rs. 90,346 in 1892 to Rs. 1,10,522 in 1893, and averaged Rs. 40 for each boy and Rs. 43 for each girl in average attendance. The increasing charges for the payment of school and boarding fees for indigent children have been the subject of correspondence between the Director and the Government, as there is reason to think that the present rules are occasionally worked with some laxity. The prescription of Urdu and Hindi as a "class" subject in the curriculum, and the revision of the list of optional subjects of the Final Standard examination are sufficiently explained in the report. It is satisfactory to find that class instruction in one or other of the two Indian vernaculars has been provided in the schools with only four exceptions. Sir Charles Crosthwaite entirely agrees with the opinion expressed in paragraph 186 of the report that destitute orphans are unlikely to derive any benefit from the study of French or Latin as special subjects. You are requested to report how this practice can best be checked in the few aided schools in which it prevails. The report is silent as to the progress made in introducing manual instruction in the Colvin Free School, Allahabad, regarding which a Committee reported in 1893.

23. As regards the results of the three public examnations held under the Code of Regulations for European Schools, the Primary Standard examination is evidently an easy test, as 118 candidates passed out of 157. In the Middle Standard examination 100 candidates appeared and 44 passed. In the Final Standard examination 107 appeared and only 32 passed. The success of the La Martinière College and La Martinière Girls' School in these three examinations is noticeable. Should you approve your predecessor's suggestion (paragraph 188) that schools under the Code might be allowed grants for scholars passing the School Final examination prescribed for ordinary native schools instead of the Final Standard examination of the Code you should separately refer it for orders.

24. In the sub-section dealing with the special schools attended solely or chiefly by Muhammadans the noticeable point is the progress made by the Aligarh Anglo-Oriental College. In the College Department there were 152 students against 121 in 1892, and in the School Department 297 against 238. His Honor the Lieutenant-Governor has lately visited Aligarh, and was glad to express his admiration of the really great institution which has grown up there under the enlightened guidance of Sir Saiyid Ahmad Khan and his beneficent associates in this enterprise.

25. The report on the Talukdárs' School, Lucknow, is satisfactory, and the Principal, Mr. Siddons, is entitled to the greatest credit for the success with which he has combated the special

difficulties of such a school. Considering the staff and the general scale on which the College has been planned, the number of boys attending the school—29 in all—seems disproportionally small, and continuous efforts will need to be made by the Committee of Management to induce the native gentlemen for whose special requirements the school has been founded to send their sons and relatives to it. The question of adding to the boarding-houses is understood to be engaging the attention of the Committee.

26. Generally speaking the report shows a satisfactory progress in all branches of education, with the possible exception of female education. The more important measures of the year are succinctly summarised in the opening page of the report. The greater place given to science and drawing in the curriculum of the schools has already been noticed. The year also saw the affiliation of the Thomason Engineering College at Roorkee to the Allahabad University and its further connection with the Educational Department. The establishment of a Provincial Text Book Committee is generally recognised as a much needed reform. The important work of compiling an Educational Code made good progress under the late Director, and it is hoped that you will be able to complete it at an early date.

The thanks of the Government are due to Mr. Nesfield for the full and excellent report which he has submitted before vacating the office of Director. It bears testimony to his intimate acquaintance with every branch of education in the Province, to his industry and mastery of detail, and to his knowledge of the people and their educational requirements.

I have the honor to be,

SIR,

Your most obedient servant,

T. W. HOLDERNESS,

Secy. to Govt., N.-W. P. and Oudh.

General Report

ON

PUBLIC INSTRUCTION

IN THE

North-Western Provinces and Oudh

FOR THE YEAR 1894-95.

ALLAHABAD:

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1895.

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1894-95.

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ERRATA.

Annual Report, 1894-95.

Page.	Paragraph.	Detail.
4	10	Statement, last column. Against 'Buildings' read '1,89,070' *for* '1,89,700.'
6	14	Heading of the table, read '1894-95' *for* '1894-56'
7	18	Statement, last column. Against Muhammadans read '15·97' *for* '1597' and against Europeans and Eurasians, read '1·38' *for* '138.'
10	35	Statement, column 2, read 'Allahabad' *for* 'Allahabd'
12	39	Last line but one, read 'Colleges' *for* 'C-lleges'
12	41	Last line, read 'utilising' *for* 'ultilising'
14	45	Last line but one, read 'successful' *for* 'succesful'
17	54	First line, read 'Examination' *for* 'Ex mination'
19	57	Line 3, read 'unsatisfactory' *for* 'unsa isfactory' and in line 5 read 'its' *for* 'i s' and in line 8, read 'considerably' *for* 'considerab y'.
20	59	Line 21, read 'in' *for* 'n'
21	64	Second line, read 'teaching' *for* 'teachng'
23	71	Line 9, read 'one' *for* 'onee' and in line 20, read 'provinces' *for* 'provinees'
26	77	Table. The line between 1895 and 1894 should be after column 7
29	87	Table. In column 4 against Lucknow Christian Collegiate School, read '20' *for* '2,'
29	91	Line 2, read 'Agricultural' *for* 'Agriculture'
30	94	Line 3, read 'Schools' *for* 'School'
30	94	Line 5, read 'account' *for* 'accountes'
31	96	Last line, Insert 'and' after 'schools'
31	98	Line 5, read 'charge' *for* 'harge' and in line 6, read 'therefore' *for* 'herefore'
35	113	First line, read 'corresponding' *for* 'correspending'
37	119	Line 11, read '36·3' *for* '363'
40	130	First line, read 'of' *for* 'fo'
41	134	Line 12, erase the word "Rs."
49	165	Line 2, erase the former '
50	168	Statement last column, against Rohilkhand 1893-94, read '90' *for* '09'
51	172	Line 1, read 'masses' *for* 'a-smes'
56	193	Statement column 2, read 'Bundelkhand' *for* 'Budelkhand'
57	196	Statement column 1, read 'Eastern' *for* 'Bastern'
73	265	Statement last column. Under head 'girls' against middle 1894, read '6646' *for* '6643'; against Primary 1895, read '8908' *for* '8906' and against Primary 1894, read '14443' *for* '14448'
75	276	Line 5, read 'passed' *for* 'pased.'
76	278	Line 17, read 'diminished' *for* 'minished'
78	288	Line 5, read 'parallel' *for* 'paralel'
79	290	Line 13, read 'for' *for* 'fo.'
80	295	Statement column 2, read 'Bundelkhand' *for* 'Budelkhand'
87	...	Table. In column 3 against 2(*d*), read '4·6' *for* '46'; in column 13 against 2(*c*), read '3·0' *for* '30'; and in column 16 against 2(*b*), read '30·3' *for* '303'
88	...	Table. In column 1, against Aided and Unaided Institutions read 'cost' *for* 'costs' column 3, against Total cost for all Institutions, read '177-1-1' for '117-1-1'
89	...	Heading of column 7, read 'rolls on 31st' *for* 'rt on 31s'
90	...	Heading of column 12, read 'monthly' *for* 'montly'
91	...	Table, in column 21 against Total of Colleges and Schools, read '15,626' *for* '1566'; in column 25 against Primary Schools for girls, read '4,426' *for* '2426' and in column 29 against Total of Colleges and Schools read '218' '218' *for* '9218.'
95	...	Table, in column 30 against Middle Schools English *for* boys, read '42,886' *for* '4286'
99	...	Heading of column 13, read 'Institutions' *for* 'Institututions'
105	...	Table. In column 10 against Arts. Colleges English insert '2'

GENERAL REPORT
ON
PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH
For the year 1894-95.

CHAPTER I.—PRELIMINARY.

1. IT will be convenient to re-arrange the contents of the Annual Report on Public Instruction more nearly in the order adopted in the Quinquennial Review of the Progress of Education in India published by the Government of India. This will make the comparison between these Provinces and other parts of India easier, and may help to show where we are specially backward, and what we have to learn as regards system and methods from more advanced Provinces.

2. I will, however, follow the example of my predecessor by briefly enumerating at the outset some of the more important events, including changes that have been introduced or sanctioned during the year. These will be dealt with in greater detail, each in its proper place, in the succeeding chapters of this report. They are as follows:—

(1) The first regular Annual Meeting of the newly established Provincial Text-Book Committee was held in October last. Since then its constitution has been slightly modified, new rules of procedure have been adopted, and the committee has set to work, and has dealt with a large number of text-books.

(2) Orders have been passed to raise the scale of fees in colleges by gradual steps till they reach the average rates generally in force in the neighbouring parts of India. Five per cent. of the students will be admitted at half rates on the score of poverty and merit, the latter being judged by success in the public examinations. The new rules come into operation from July 1st, 1895, the beginning of the College year. Aided Colleges will ultimately levy fees at 75 per cent. of those prescribed for Government Colleges.

(3) Similar orders have been passed raising the scale of fees in Anglo-Vernacular Schools. Exemptions are sanctioned in the case of poor and deserving scholars, five per cent. of the number on the rolls being admitted free, and five per cent. at half rates. These rules also come into operation from July 1st, 1895, the beginning of the school year. Aided Anglo-Vernacular Schools have been required to raise their fees in the same way till they reach 75 per cent. of those prescribed for Government schools.

(4) The Normal Schools have been reorganised. The course has been extended so as to include school management, practical training in teaching, and object lessons. In order to find time for this additional work the period of training has been extended from one to two years. Orders have been passed sanctioning the employment of trained teachers in Normal Schools as vacancies arise in the existing staff. Model or practising schools have been opened in connexion with each of the three Normal Schools.

(5) A system of scholarships has been sanctioned for the Industrial School, Lucknow, and money has been found to improve the equipment of the school as a technical institution.

(6) The number of scholarships tenable in the Medical College, Lahore, by nominees of the Government of these Provinces has been raised from three to five, the money for the additional scholarships being found by making use of savings from Arts scholarships.

(7) The savings from Arts scholarships have been effected by discontinuing the previous practice of raising the value of those scholarships, which are held for two years, during the second year of tenure; and also by not re-awarding scholarships which have lapsed.

(8) Sanction has been granted to the appointment of a Second European Professor of Science at the Muir Central College, where there will in future be a Professor of Physics and a Professor of Chemistry. The latter Professor is expected to arrive in India soon. Other improvements requiring expenditure on plant and building have been carried out with the object of putting the Science teaching of the College on the best possible footing.

(9) Special English classes have been opened in seven High Schools for the benefit of those who have studied up to the Vernacular Middle Examination in Vernacular Schools.

(10) The scholarships awarded to the most successful candidates at the Vernacular Middle Examination have been made tenable for five years, with the object of carrying the scholars on to the Entrance Examination, instead of only to the English Middle Examination as hitherto; and their value during the last two years of tenure has been raised to equality with those awarded at the English Middle Examination and tenable in the same classes.

(11) The teaching of Roman Hindustani has been introduced, under the Orders of Government, in the Upper Primary classes of Anglo-Vernacular schools.

(12) The Thomason Civil Engineering College, Rurki, has been brought into closer relation with the Department. The re-organisation and extension of the College have been fully discussed during the year; and the adoption of the measures recommended is only postponed for want of funds to carry them out.

(13) The Halkabandi scholarships have been systematised, and will henceforth be awarded according to definite rules applicable to all districts alike. These are village school scholarships awarded to boys from primary schools to enable them to attend a Middle Vernacular school.

3. The preparation of a general Educational Code has not yet been taken in hand. Before crystalising existing rules in the form of a Code, it is desirable to consider carefully whether any changes may not be necessary. The special codes are, therefore, being reconsidered one by one. This task was commenced by my predecessor; but even in cases where special codes were republished only last year in revised forms, they do not seem to have reached finality, for suggestions and criticisms have been abundant, and some further modifications of details will probably be expedient.

4. This is the second year in which the Director of Public Instruction has been called upon to nominate an officer of the Department to a Deputy Collectorship. Babu Sita Ram has accordingly been nominated, and has been appointed on probation. He won great distinction when he appeared at the B. A. Examination of the Calcutta University in 1879, heading the list of successful candidates for the year; has passed various Law Examinations, including the Allahabad High Court Vakils Examination; he possesses high linguistic attainments; has made valuable contributions to Hindi literature; and he has served with great credit as Headmaster of High Schools, Assistant Master of the Collegiate Schools at Fyzabad and Benares, and as Assistant Inspector of schools. I therefore look forward with confidence to his achieving success in his new appointment, and thus justifying the choice that has been made.

5. Six nominations for Deputy Collectorships are made annually by the Principals of three of the largest Colleges taken in rotation, and three candidates are selected by a Committee consisting of a Member of the Board of Revenue, the Chief Secretary to Government, and the Director of Public Instruction. This year the turn for nominating candidates fell to the Principals of the Agra, Canning and Bareilly Colleges, each of whom submitted two names. The choice of the Committee fell on Pandit Ghana Nand Joshi, M. A., of the Bareilly College, and Mr. S. E. Anthony, M. A., and Pandit Bhagwati Prasad, B. A., both of the Agra College, all of whom have been posted as Probationary Deputy Collectors.

6. During the year the second Quinquennial Review of the State and Progress of Education throughout British India has been published, dealing with the five years 1887-88 to 1891-92. The Government of India has recorded a Resolution on the subject. In this it is pointed out that, in the North-Western Provinces and Oudh,—

(i) the percentage of children at school is lower than in any other part of India, and has receded from 5 to 4 during the quinquennium,

(ii) in primary schools, as well as in the scholars attending them, there has been a decline in numbers,

(iii) the fee income in primary schools rose considerably, but is still much less than in other Provinces,

(iv) no practising schools have been attached to the training schools, as is considered advisable in other parts of India,

(v) very little has yet been done to provide means for training teachers for English Secondary schools,

(vi) the Allahabad University is the only University in India which does not require its graduates in law to have first graduated in Arts.

With regard to (iv) and (v) the writer of the Review expressed the opinion that in view of the absence of practising schools in the North-Western Provinces, many of the Normal schools were merely schools for adult pupils, and that part of the money spent on them might more profitably be devoted to the maintenance of a Training College for teachers of Normal Schools.

7. A despatch from the Secretary of State deals with the Review and the Government of India's Resolution on it, and contains the following paragraph :—

"The condition of education in the North-West Provinces and Oudh is another regrettable matter which has been brought to light by this comparative Review. Both in the number of scholars attending primary schools and secondary schools, and in the proportion they bear to the population of school-going age, there has been a marked retrograde movement in that Province during the period in question. Notwithstanding an increase of expenditure amounting to nearly five lakhs, the number of pupils under instruction has diminished by 47,000."

8. It will be seen that during the year something has been done to remedy the defects which have been brought to notice. Other measures are under consideration, but much still remains to be done. The fundamental defect, which specially calls for treatment is the backward state of primary education throughout the districts. The fact that notwithstanding increased expenditure there has been a serious falling off in numbers appears to indicate something amiss in the system of management. It may be that local boards, to whose discretion the management of primary schools is left, would be more successful if definite rules were issued for their guidance, as is done in other Provinces. If they all go to work on different lines, there are sure to be failures; and the most backward ought to be required to profit from the example of the more successful, and to come up into line with them, which can only be done by the adoption of common rules on the initiative of Government.

CHAPTER II.—GENERAL SUMMARY.

9. The total expenditure, direct and indirect, on all institutions maintained or aided by the State through the Educational Department is shown in the annexed tabular statement. The funds are derived in part from Provincial Revenues, from District Boards and Municipal Funds, and in part from Endowments and private sources. There is other expenditure on education *viz.* in unaided schools of all kinds, in the Medical School at Agra, and in the schools maintained for the training of patwaris. The expenditure on the Thomason Civil Engineering College at Rurki is included now for the first time in this statement. The whole of the expenditure on this institution amounting to Rs. 1,38,515, has been returned as direct, but this is apparently incorrect, since none is returned under the heads of scholarships, buildings, apparatus and furniture, all of which are classed as indirect expenditure on education. Direct expenditure is that which is incurred in maintaining the teaching staff. On account of the above defect in the Rurki College returns, the figures for that institution are shown separately.

Direct and indirect expenditure from all sources.

	1895.	1894.
	Rs.	Rs.
Direct expenditure.		
Colleges ...	3,07,209	2,86,403
Schools (general) ...	20,77,750	20,17,843
„ (special) ...	70,816	72,786
Total ...	24,55,775	23,77,032
Indirect expenditure.		
University ...	46,008	39,779
Direction ...	45,265	44,523
Inspection ...	2,44,690	2,59,360
Scholarships* ...	80,529	82,052
Buildings ...	2,83,887	3,02,609
Apparatus ...	33,187	30,285
Miscellaneous ...	1,02,167	1,32,941
Total ...	8,35,733	8,91,549
Rurki College, direct and indirect expenditure	1,38,515	...
GRAND TOTAL ...	34,30 023	32,68,581

* Includes scholarships tenable at unaided institutions.

The above table shows, apart from the expenditure on the Rurki College, an increase of Rs. 78,743 on the direct, and a decrease of Rs. 55,816 on the indirect account.

10. The portion of the above expenditure that falls upon Provincial and Local Funds is shown in the following table, the expenditure on the Rurki College again being shown apart :—

Direct and indirect expenditure from public funds (Provincial and Local).

	1895.	1894.
Direct expenditure.		
	Rs.	Rs.
Colleges	1,53,751	1,52,222
Schools (general)	10,82,813	10,74,162
„ (special)	58,502	61,224
Total ...	12,95,066	12,87,608
Indirect expenditure.		
Direction	45,265	44,523
Inspection	2,44,690	2,59,360
Scholarships*	42,624	39,069
Buildings	1,64,857	1,89,700
Apparatus	8,510	17,394
Miscellaneous	28,470	32,346
Total ...	5,34,416	5,81,762
Rurki College, direct and indirect expenditure	1,37,215	...
GRAND TOTAL ...	19,66,697	18,69,370

* Includes scholarships tenable at unaided institutions.

11. A comparison with last year's figures shows an increase of Rs. 7,458 on direct expenditure, traceable in the main to schools (general) ; this is accounted for by the diminished fee income in Government High and Middle Anglo-Vernacular schools, by the opening of more Science and Drawing classes, and by grants allowed to Schools. In indirect expenditure there has been a large decrease amounting to Rs. 47,346, occurring under the heads of inspection, buildings, apparatus and miscellaneous. The net decrease is Rs. 39,888, apart from the expenditure on the Rurki College.

12. The following general summary of the number of institutions, the average number of scholars on the rolls monthly during the year, and the direct expenditure from all sources on the various kinds of education for boys and girls shows the progress that has been made during the year. The return from the Rurki College has here been incorporated as received, increasing the expenditure from public funds by Rs. 1,37,215, and from endowments and other sources by Rs. 1,300, at the same time adding 189 to the average number of scholars on the rolls :—

Class of institution.		Number of institutions.	Average number of scholars on the rolls monthly during the year.	Expenditure. From public revenues.	From Municipal revenues.	Fees.	Endowments, &c.	Total.
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For University education	1895	18	2,595	2,90,966	5,360	71,647	77,751	4,45,724
	1894	16	2,219	1,52,222	4,900	62,408	66,873	2,86,403
For Secondary education	1895	448	52,992	4,58,818	60,001	4,52,674	1,19,909	10,91,402
	1894	456	52,474	4,47,899	55,805	4,31,508	1,18,162	10,53,374
For Primary education	1895	4,051	1,50,345	5,27,525	21,958	43,032	28,463	6,20,978
	1894	4,031	1,50,000	5,30,674	23,685	40,727	34,778	6,29,864
Total	1895	4,517	2,05,932	12,77,309	87,319	5,67,353	2,26,123	21,58,104
	1894	4,503	2,04,693	11,30,795	84,390	5,34,643	2,19,813	19,69,641
For Girls.								
For Secondary education	1895	28	2,149	53,168	949	1,36,399	71,828	2,62,344
	1894	25	2,021	53,269	1,190	1,24,559	53,282	2,32,300
For Primary education	1895	256	7,420	43,302	6,680	7,341	45,703	1,03,026
	1894	257	7,600	42,320	5,446	4,170	50,369	1,02,305
Total	1895	284	9,569	96,470	7,629	1,43,740	1,17,531	3,65,370
	1894	282	9,621	95,589	6,636	1,28,729	1,03,651	3,34,605
Total boys and girls	1895	4,801	2,15,501	13,73,779	94,948	7,11,093	3,43,654	25,23,474
	1894	4,785	2,14,314	12,26,384	91,026	6,63,372	3,23,464	23,04,246
Schools for special instruction,	1895	13	1,599	58,502	672	2,369	9,273	70,816
	1894	14	1,769	61,224	462	2,522	8,578	72,786
GRAND TOTAL	1895	4,814	2,17,100	14,32,281	95,620	7,13,462	3,52,927	25,94,290
	1894	4,799	2,16,083	12,87,608	91,488	6,65,894	3,32,042	23,77,032

13. Thus there has been, independently of the Rurki College, an increase of Rs. 20,806 on University education, and of Rs. 38,028 on secondary schools for boys, while there has been a decrease of Rs. 8,886 on primary schools for boys. There has been a slight increase in the numbers attending each class of school. The number of girls at school has diminished a little, but the expenditure on both primary and secondary schools for them has risen. Schools for special instruction are 13 instead of the 14 reported last year, and there has been a falling off in numbers and in expenditure. The grand total shows an increase of 828 scholars, in addition to the Rurki students. The numbers are thus almost stationary.

14. The following table exhibits the indirect expenditure on education from all sources, separately for each grade of institution :—

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1894-96

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	46,008	...	46,008	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	46,008	...	46,008
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45,265	...	...	...	45,265
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,44,690	...	...	...	2,44,690
Scholarships ...	12,410	945	...	20,557	33,912	30,089	2,253	1,810	8,876	43,028	53	24	90	3,161	3,328	72	189	261	42,624	3,222	1,900	32,783	80,529
Buildings ...	4,261	...	...	38,130	42,391	59,718	2,174	5,736	69,729	1,37,357	70,106	880	816	1,064	72,866	3,212	501	3,713	1,64,857	3,054	6,552	1,09,424	(a)2,83,887
Apparatus ...	80	...	322	2,560	2,962	2,079	251	5,429	10,814	18,573	5,556	...	4,300	354	10,210	795	647	1,442	8,510	251	10,051	14,375	33,187
Miscellaneous ...	...	...	21	11,920	11,941	4,294	338	1,988	26,588	33,208	7,639	457	1,826	900	10,822	100	...	100	28,470	795	33,494	39,408	(b)1,02,167
Total ...	16,751	945	46,351	73,167	1,37,214	96,180	5,016	14,963	1,16,007	2,32,166	83,354	1,361	7,032	5,479	97,226	4,179	1,337	5,516	5,34,416	7,322	98,005	1,95,990	8,35,733

(a) Details of Rs. 27,560 not given.

(b) „ „ 46,096 Miscellaneous expenditure under "Direction and Inspection" not given.

15. There is not much change in the proportional part of the whole direct expenditure which is met from the different sources of income, as the following statement shows :—

	1894-95.	1893-94	1892-93.
	Rs.	Rs.	Rs.
From public funds	55	54	56
„ municipal funds	4	4	4
„ fees	27	28	25
„ endowments, &c.	14	14	15
Total ...	100	100	100

The increase in the share borne by public funds, and the decrease in that met from fees is entirely due to the inclusion of the Rurki College returns for the first time.

16. The distribution of the expenditure among the different classes of institutions is shown in the following table :—

Class of institution.	Expenditure from		Total.	Percentage of expenditure defrayed from		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	2,38,191	37,605	2,75,796	86	14	16·6
Secondary	3,08,487	1,99,046	5,07,533	61	39	21·5
Primary	5,21,506	65,784	5,87,290	89	11	36.4
Special	51,602	1,350	52,952	97	3	3·6
Aided.						
Colleges	52,775	1,17,153	1,69,928	31	69	3·7
Secondary	2,03,499	6,42,714	8,46,213	24	76	14·2
Primary	49,321	87,393	1,36,714	36	64	3·5
Special	6,900	10,964	17,864	39	61	·5
Total ...	14,32,281	11,62,009	25,94,290	55	45	100

17. Of the expenditure from public funds on educational institutions, more than 20 per cent. goes to colleges, over 35 per cent. to secondary education, about 40 per cent. to primary education, and about 4 per cent. to special education. The figures for the whole of India, as given in paragraph 15 of the last Quinquennial Review, show that the expenditure on the same classes of institutions from public funds (Provincial and Local, excluding Municipal) was as follows :—

	Rs.
Colleges	... 15,48,511
Secondary	... 24,78,082
Primary	... 43,28,177
Special	... 12,01,382

The proportion here is about 16 per cent. for Colleges, about 26 per cent. for secondary, over 45 per cent. for primary, and over 12 per cent. for special education. Thus proportionately we spend more on colleges and secondary schools, and less on primary and special schools than is spent in other parts of India for the same total charge on public funds. The changes during the year are due to the expenditure on the Thomason Civil Engineering College, Rurki, being for the first time included in the accounts.

18. The race and religion of the pupils and the proportion of each class to the total number are given below, for the last two years. The number of Hindus has decreased by more than 2,000, other changes are inconsiderable :—

Race and religion.	1894-95,		1893-94.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	1,80,528	80·41	1,83,325	80·80
Muhammadans	36,373	16·20	36,234	15 97
Europeans and Eurasians	3,331	1·48	3,147	1 38
Native Christians	4,120	1·84	4,009	1·77
Miscellaneous races or religions ...	167	·07	178	08
Total ...	2,24,519	100·00	2,26,893	100·00

19. The total number of scholars in all institutions, public and private, on the 31st March 1895, according to the returns submitted to the Department, amounts to 2,95,344 of whom 2,82,789 are males, and 12,555 females. Last year there were 3,01,609 scholars, *viz.*, 2,89,149 males and 12,460 females. The chief loss occurs in primary schools for general education, in special schools, and in advanced private institutions.

Taking the population according to the census of 1891, and reckoning the population of school-going age in the usual way at 15 per cent. of the whole, the percentage of male scholars to the male population of school-going age has fallen from 7·93 to 7·76; the percentage of female scholars to the female population of school-going age remains at ·37; and the percentage of scholars of both sexes to the whole population of school-going age has fallen from 4·29 to 4·20. These are the figures entered in General Table I in accordance with custom.

20. But we may obtain more accurate calculations by allowing for the increase of the population since 1891.

Making allowance at the average annual increment for the ten years from 1881 to 1891, the population of the Provinces in March 1895 may be taken as—

Males	24,860,000
Females	23,164,000
Total ...	48,024,000

It is noticeable that although the males out-number the females, yet the female population increased more than the male population in the decennial period preceding the last census. Perhaps this may be due to female infants being more carefully tended and preserved than in former times.

Taking, as usual, 15 per cent. of the population as an approximate estimate of the number of children of school-going age, the numbers are 3,729,000 boys and 3,474,600 girls, or in all 7,203,600 children of school-going age.

21. Adopting these figures we see that only 7·58 per cent. of the male, ·36 of the female, and 4·10 of the entire population of school-going age are under instruction. In each case our figures are lamentably behind those of the rest of India at the end of the last Quinquennial period, as given on page 6 of the last Quinquennial Review. In other provinces the percentage for the male population varies from 11·3 in the Central Provinces to 31·5 in Lower Burma, and the average for the whole of India is 19·84; for the female population it varies from ·8 in the Central Provinces to 6·8 in Coorg, and the average for all India is 1·97; for the entire population it varies from 6 in the Central Provinces to 19·3 in Coorg, the general average throughout India being 11·06. The above comparison is important as showing exactly how we stand with reference to other Provinces.

Chapter III.—CONTROLLING AND INSTRUCTING AGENCIES.

22. The Directorship of Public Instruction was held by Mr. J. C. Nesfield, M. A., until October 1st, 1894, when he retired from the service, and I was appointed to succeed him. Owing to the heavy work which I found on my hands at Allahabad, especially in acquainting myself with the differences between the methods and practices followed in these Provinces and those with which I had become familiar in the Punjab, and also in submitting reports and proposals for the consideration of Government on important matters that had been referred to me for the purpose, I could not find the time for a lengthened tour of inspection. All that I was able to accomplish in this way was to visit Bareilly, Rurki, Meerut, and Lucknow, in addition to seeing the more important institutions in Allahabad.

23. The Inspecting staff consists of four Inspectors, each in charge of a Circle; 9 Assistant Inspectors, attached to Divisions, 45 Deputy Inspectors, *viz.*, one for each District, except Naini Tal, Almora and Garhwál, and 31 Sub-Deputy Inspectors. There is also an Inspectress of Female Schools.

24. The First Circle consists of the Agra, Meerut and Bundelkhand Divisions. At the commencement of the year Mr. H. O. Budden was appointed Inspector, and remained in charge till the middle of September, when he was transferred temporarily to the Muir Central College; Babu Gyanendra Nath Chakravarti, M. A., LL. B. was then appointed to officiate in his stead, and continued in charge of the office till the end of the year. Babu Gyanendra Nath Chakravarti has proved himself to be a very capable and reliable officer, possessed of a clear judgment and considerable tact, and well qualified by his energy, his ability and his character to discharge the important duties of an Inspector. In addition to the ordinary work of his Circle, he was also entrusted with the inspection of all the Science classes, which have been opened in Government and aided High Schools throughout the province, and his inspections have been beneficial to the schools concerned. The Second Circle comprises Oudh; Mr. Marlbrough Crosse has held this Inspectorship during the year; he has also had the inspection of Drawing classes throughout the Province. Mr. Welby has held throughout the year the

Inspectorship of the Third Circle consisting of the Allahabad and Benares Divisions, and has also carried on the duties of Secretary to the Text-book Committee. Both these officers have done excellent work.

The Fourth Circle, including the Rohilkhand and Kumaun Divisions has been in charge of Mr. W. N. Boutflower during the year, except from February 17th to March 12th, 1895, when he was on special duty attending a Conference for the revision of the European Education Code, summoned by the Government of India to meet in Calcutta. Mr. J. W. Bacon, M. A., Headmaster of the Collegiate School, Benares, officiated for him during his absence.

25. Among the Assistant Inspectors, Munshi Piyari Lal was transferred from the Agra Division to the Western Oudh Division, exchanging with Munshi Janki Prasad. Pandit Gaya Prasad, B. A., Headmaster of the Normal School, Allahabad, has been officiating as an Assistant Inspector in place of Babu Gyanendra Nath Chakravarti.

26. Mr. A. E. Gough, Principal of the Muir Central College, fell ill in June 1894, and was on leave during the rest of the year. Dr. G. Thibaut ably filled his place as Principal and Professor of Philosophy. The post of Professor of English Literature thus vacated by Dr. Thibaut remained vacant from the beginning of the session up to the 15th September, when Mr. H. O. Budden was appointed to officiate. Mr. Goodrich, the Professor of History, who had been in ill health from the beginning of the session went on sick leave from the 15th of September, and on the expiry of his leave retired from the service; no new Professor has been appointed to the post vacated by him. On the 15th of October Babu Chandra Bhushan Bhaduri was appointed temporarily to the Assistant Professorship of Chemistry. The place vacated by Babu Gyanendra Nath Chakravarti, Assistant Professor of Mathematics, who in April 1894 had been appointed Assistant Inspector of Schools, was taken up by Babu Umes Chandra Ghosh, formerly Professor of Mathematics in the Agra College, who, however, did not join the Muir College till a month after the beginning of the session. These many changes considerably hampered the work of the College.

At Queen's College, Benares, Mr. Venis, Professor of Philosophy, returned to his post after 1½ year's furlough, and Babu Hari Kesava Sanyal, B. A., who had been officiating for him, reverted from 1st November 1894 to his substantive appointment as 2nd Master in the Collegiate School. The Principal reports that Babu Hari Kesava Sanyal performed his work so as to give complete satisfaction.

The College classes at Fyzabad were at the commencement of the year in charge of Babu Sita Ram, officiating for Mr. DeCruz. On the death of the latter officer Mr. Mutti was appointed permanent Headmaster, but he was compelled to take sick leave, and the officiating Second Master, B. Suraj Sahai, was meantime in charge. On the death of Mr. Mutti in August 1894, Mr. Erskine Smyth, local Headmaster from Mirzapur, was put in charge as an officiating Provincial Headmaster, and remained there till the end of the year.

27. The Registrarship of the Vernacular Middle Examination, as also of the European School Examinations (Primary, Middle and High), has remained in the hands of Mr. Wright, Principal of Queen's College, Benares; and Doctor Thibaut, officiating Principal, Muir Central College, has continued to render service as Registrar of the English Middle Examination. Both of these officers carry out their duties in connexion with these examinations with thoroughness and with all the precautions which experience shows to be so necessary.

CHAPTER IV.—UNIVERSITY OR COLLEGIATE EDUCATION.

28. As in the Quinquennial Review, this chapter deals with general education only, and not with the special professional education given in Law, Medical and Engineering Classes or Colleges, these being relegated to the chapter on technical education.

29. During the year, with the approval of the Governor-General in Council, a Faculty of Science has been duly constituted under rule 17 of the rules of the University of Allahabad, and the Senate is now empowered to confer degrees of Bachelor and Doctor of Science, as provided by section IV (*c*) of the University Act. Regulations for the degree of Bachelor of Science were accordingly passed at the annual meeting of the Senate held on March 4th, 1895. The subjects of the examination are for the present restricted to (1) Mathematics, (2) Physics, (3) Chemistry, in all of which every candidate will be examined. Other subjects were excluded as they are not yet taught in our Colleges, and it was thought to be wiser, for a beginning, to require students to devote themselves to those branches of study which it was known could be efficiently taught, rather than to give them a wider choice without proper provision for their guidance. Neither the Colleges nor the University can, however, in these days be regarded as having done all that is necessary for the due encouragement of Science till they have Professors and examinations in other prominent branches of

modern study and research, such as Geology, Botany and Zoology, to the advancement of which well trained and capable students in this country ought in time to be able to contribute valuable help.

30. There have been some modifications in the courses for the degree of Bachelor of Arts in the subjects which are common to it and to the B. Sc. degree, with a view to enabling the classes taking these subjects on the two sides to attend the same lectures, thus securing economy of teaching power.

31. The University has taken a new departure by granting, with the consent of Government, the sum of Rs. 1,000 annually for the encouragement of physical exercises in Colleges. A University Sports Tournament Committee has been constituted to take charge of the arrangements at an annual tournament to be held in Allahabad in Convocation week. The first tournament was held last March, and the prizes were distributed to the successful competitors at the close of the annual Convocation by His Honor the Chancellor. It is hoped that the honour and glory of these Olympian games, even more than the substantial prizes to be won, will do much to develop the love of sports among the students of Colleges affiliated to the University. The Syndicate was much indebted to Messrs. Beck and Budden for organising and managing the tournament.

32. The affiliation of the Allahabad University to the University of Cambridge has been the subject of correspondence between the Vice-Chancellors of the two Universities, and will shortly be effected.

33. There were at the close of the year six colleges affiliated up to the M. A. standard, eight up to the B. A. standard, and ten second grade colleges, affiliated only to the Intermediate standard. Five of those affiliated up to the B. A. standard and one up to the Intermediate are beyond the borders of the North-Western Provinces and Oudh. Four of the institutions affiliated up to the Intermediate standard are the College departments of schools for Europeans. All the affiliated institutions do not, however, always send up candidates to the examinations.

34. The University of Allahabad is a flourishing self-supporting institution. The fees for the year from 1st January to 31st December 1894, including those for the Law Examinations, amounted to Rs. 51,692; there is a reserve fund invested in Government securities, which brought in interest to the amount of Rs. 422. The reserve fund was further increased by the purchase Rs. 6,000 3½ per cent. Government Promissory Notes during the year. The balance at the Bank exceeded Rs. 11,000 on the 31st December 1894, within a little of the opening balance of the year. The expenditure is almost entirely upon office establishment and contingencies, examination expenses, and the University Sports Tournament.

35. *Attendance in Arts Colleges.*—There are fifteen Colleges or College Departments preparing for University Examinations above the Entrance, apart from Engineering and Law departments. They are the same as last year.

The following table, giving an abstract of the average enrolment during the last four years, exhibits a rapid increase, amounting for the last year to eleven per cent., the numerical gain being 162.

Class of institution.	Name of institution.	Average number enrolled monthly during the year ending 31st March —			
		1895.	1894.	1893.	1892.
		319	312	291	282
State Colleges ...	Muir Central, Allahabad	219	219	228	188
	Queen's, Benares	39	29	42	38
	College Department, Fyzabad				
		250	238	235	236
Aided Colleges ...	Agra	279	262	254	227
	Canning, Lucknow	176	122	103	96
	Muhammadan Anglo-Oriental, Aligarh ...	123	108	93	94
	Bareilly	54	37	28	...
	Meerut	21	19	9	...
	Christ Church, Cawnpore				
		77	62	68	56
Unaided Colleges or College Departments of Schools.	St. John's, Agra	30	18	11	12
	St. George's, Mussoorie	13	3	4	5
	St. Peter's, Agra	18	28	31	43
	Christian College, Lucknow	8	13	6	...
	Women's College, Lucknow	12	6	...	...
	Ramsay College, Almora				
	Total ...	1,638	1,476	1,403	1,277

The only colleges showing a decline in numbers are the Christian College, and the Women's College, both in Lucknow. The marked increase in the attendance at the Meerut College may be attributed to the formation of a third year class for the first time. The numbers in the Muhammadan Anglo-Oriental College, Aligarh, show continued and rapid growth.

36. According to the last Quinquennial Review one boy out of 2,781 of school-going age was reading in an Arts College in the North-Western Provinces and Oudh in 1892. Since then Collegiate education has advanced, and the present figures give one out of 2,213 as reading in an Arts College.

37. The expenditure for the last three years on the six largest colleges, *viz.*, Allahabad, Benares, Agra, Lucknow, Aligarh and Bareilly, of which the first two are State Colleges, and the remaining four aided, is shown in the following abstract, together with the different sources from which the income has been derived :—

	2 State Colleges.			4 Aided Colleges.		
	1895.	1894.	1893.	1895.	1894.	1893.
From public funds	83,855	84,785	65,352	43,153	41,654	41,013
„ municipal funds	...	...	...	4,732	4,672	4,840
„ fees	25,877	22,257	22,702	28,711	25,360	22,676
„ other sources	1,002	1,452	1,335	65,384	60,045	60,041
Total ...	1,10,734	1,08,494	89,389	1,41,980	1,31,731	1,28,570
Percentage of total expenditure met by fee income.	23	21	25	20	19	18

38. The distribution of expenditure from public funds among the same six principal colleges, and the incidence per scholar on the average enrolment, are shown in the following abstract, which gives the information for the last three years :—

Class of College.	Name of College.	Amount of expenditure from public funds during the year.			Incidence per student on average enrolled.		
		1895.	1894.	1893.	1895.	1894.	1893.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State ...	Muir Central	46,558	51,551	34,627	146	165	119
	Queen's	37,297	33,234	30,725	170	152	135
	Total ...	83,855	84,785	65,352	156	160	126
Aided ...	Canning	20,073	20,090	20,333	72	77	80
	Agra	7,000	7,000	7,000	28	29	30
	Muhammadan Anglo-Oriental, Aligarh.	9,600	8,084	7,200	55	66	70
	Bareilly	6,480	6,480	6,480	53	60	70
	Total ...	43,153	41,654	41,013	52	57	60
	GRAND TOTAL —	1,27,008	1,26,439	1,06,365	93	100	88

39. Thus in the two State Colleges the expenditure has been reduced by Rs. 930. This is due to the absence of Mr. Gough, the senior graded officer, and Mr. Goodrich for the greater part of the year from the Muir Central College, and to the lower salaries drawn by officiating Professors. The saving thus effected is to some extent absorbed in meeting the increased expenditure on Queen's College, Benares, due to the return of Mr. Venis from eighteen months' furlough.

The increase of nearly Rs. 1,600 in the expenditure from provincial funds on the Aligarh College is on account of the grant of Rs. 200 per mensem for an extra Professor having been drawn for the full year instead of for about four months, as last year. The average cost to public funds per student has been Rs. 13 per mensem in the two State Colleges. In the four Aided Colleges it varies from Rs. 2½ at Agra to Rs. 6 at the Canning College, Lucknow.

40. Referring again to the table in paragraph 37 it appears that the total amount of the expenditure from fees in the colleges named has increased by Rs. 6,971 or 14·6 per cent. This is only partly accounted for by the increase in the average attend ance. The rest is due to the average fee being somewhat higher than in the previous year, as shown in the following table, which gives the average fee paid by each pupil for each of the last two years in each of the colleges.

Name of College		Average fee per annum paid by each pupil.	
		1894-95.	1893-94.
		Rs.	Rs.
State Colleges ...	Muir College	56	47
	Queen's	37	35
	Average for State Colleges ...	48	42
Aided Colleges	Canning	32	34
	Agra	34	33
	Muhammadan Anglo-Oriental...	36	43
	Bareilly	40	32
	Average for Aided Colleges ...	35	35
	Average for the six Colleges ...	40	38

41. In accordance with the orders of Government on the last report on Public Instruction in these Provinces, the question of raising the fees in State Colleges has been considered, and orders have been passed during the year to raise the scale gradually till it approaches more nearly the scale in force in other parts of India. At the same time the fees in Aided Colleges will be raised to a minimum of three-quarters of those prescribed for Government institutions. In this way College education will, in accordance with the recommendations of the Education Commission, become more nearly self-supporting; while the liberal concession made to Aided Colleges will tend to make them more popular at the expense of the State Colleges, and will thus act as a reasonable and welcome encouragement to private enterprise. Moreover any funds thus set free will be available either for improving the staff and apparatus of the colleges, under whatever management they may be carried on, or for extending education in other directions where progress has been barred for want of funds. The fees in State Colleges will, under the orders referred to, be ultimately raised to Rs. 8, Rs. 10 and Rs. 12 per mensem in the Intermediate, Bachelor of Arts, and Master of Arts classes respectively. The additional income from College fees during the current year is estimated at some Rs. 3,000, and next year at Rs. 4,000 more. Proposals have already been submitted for utilising part of the increased income for the benefit of the colleges.

42. The introduction of the increased fees has naturally affected the attendance in State Colleges, where the highest fees have been prescribed. But other causes have been simultaneously at work to reduce the attendance in these institutions. The Principal, Muir Central College, writes as follows:—

"Our present second year class has 80 students against 110 in August 1894. This difference, however, is at least partly due to my not re-admitting very bad failures in the last Intermediate Examination. Even 80 I consider too high a number. I do not, however, wish to apply at once more drastic measures of exclusion. The present first year class has 57 students against 102 last August. This difference is partly accounted for by the fact of there having been established Intermediate College classes in the Kayasth Pathshala here. I understand that they have about 20 students in their first year class there. These twenty would probably have come to the College had there been no Kayasth College. The remainder of the difference may partly be due to the raising of fees; outside students may have preferred to join a cheaper college. But other reasons for outside students not joining here may also be imagined. One such reason is probably the establishment of new colleges. There now is a College at Cawnpore which certainly

takes away some students from the Muir Central College. The same may be supposed with reference to the Meerut College."

The Principal of Queen's College, Benares, also reports:—

"We had a number of very bad students in our 2nd year class, who had failed three or four times at the Intermediate. I warned them in July 1894 that they would only be allowed *one* more trial. I made a section of them and taught them myself, and did my best with them. The failures have now left the College by my orders, as also nearly all those who failed in 4 subjects out of 6, as being absolutely hopeless. This mainly accounts for the reduction in our 2nd year class (from 102 to 59). - - - The fall in numbers of the 1st year class from 67 to 41 is very probably due to the enhanced fees."

It will thus be seen that the Principals of both Colleges have been desirous of relieving the overcrowded state of their classes by excluding students who had shown themselves unlikely to pass the Intermediate Examination, of whom, in Benares particularly, there was quite a large number.

The M. A. Examination.

43. The number of M. A. candidates was 38, of whom 7 were teachers, and 31 College students. Of these 27 passed, 23 being College students. So long as the prime motive in seeking education is to qualify for the public service, into which the B. A. degree is almost equally as effective a passport as the higher degree, it is unlikely that the M. A. classes will show much increase. Graduates will generally find it more advantageous to themselves, both immediately and in the long run, to begin their service two years earlier, gaining thereby both a livelihood and seniority in the service, which is always taken into consideration, though not in itself decisive, in granting promotion from grade to grade. But in the Education Department, as well as in recommendations that emanate from it, weight is always allowed to the higher educational attainments of candidates; and those who spend the further time at College necessary for the M. A. Course are likely enough to pass over the heads of their seniors in service, if their work proves itself as superior as their attainments.

44. The following table exhibits the results of the last examination:—

Institution.	Subjects of examination.																	
	English.		Arabic.		Persian.		Mathematics.		Chemistry.		Physics.		Philosophy.		History.		Sanskrit.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir College ...	8	5	1	1	...	...	1	1	2	2	1	1	...	...	...	...	...	...
Agra „ ...	9	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Queen's „ ...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...
Canning „ ...	6	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
St. John's, Agra.	1	1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...
Teachers and Private candidates	5	4	...	...	...	...	...	...	...	...	...	...	2	1	...	...	...	...
Total for 1895,	29	19	1	1	2	2	1	1	2	2	1	1	2	1	...	...	..	...
Total for 1894,	26	17	...	...	1	1	3	3	2	2	1	1	2	1	1	1	1	1

One more college has this year sent up two candidates, *viz.*, St. John's College (unaided), Agra, and been successful in passing them both. There were no candidates in History, but one in Arabic and two in Persian, subjects unrepresented in last year's list. Queen's College, Benares, sent up only one candidate, in Persian; last year it sent up four. Canning College, Lucknow, has improved both in numbers and in success. As hitherto the majority take up English as their subject; this is the only subject in which failures occurred. The candidates in other subjects are probably students with a marked taste for them, hence their greater success. The candidate without much ability, who has no natural preference for any particular branch of study, takes English as a rule, and reduces the average success in it; but some of the best candidates also undoubtedly choose this subject, and wisely, seeing

that a good command of English, and acquaintance with English literature and habits of thought are sure to stand them in good stead, whatever their future career may be; moreover, the College staff is generally strongest in this subject, a fact that may well affect its comparative popularity.

45. The Officiating Principal, Muir Central College, reports that two of the M. A. candidates from that institution passed in the 1st Division, *viz.*, one in English Literature and one in Arabic, one of the English Literature candidates passed in the 2nd Division. The remaining seven passed in their respective subjects in the 3rd Division.

There was one M. A. candidate from Queen's College, Benares. He passed in the 1st Division, having chosen Persian as his subject.

From the Agra College nine names were sent in, but one student, having been appointed to the Public service, did not appear at the examination; six out of the eight who appeared were successful, three being in the 1st Division, including the first graduate of the year in English.

From Canning College, Lucknow, three passed out of six, and were placed two in the 2nd and one in the 3rd Division. The M. A. class began with 13 students, but 7 fell away during the year.

The two candidates from St. John's College, Agra, were both succesful, one in the 2nd and one in the 3rd Division.

B. A. Examination.

46. At the B. A. Examination there were 316 candidates, of whom 206 passed, *viz.*, 15 in the 1st Division, 129 in the 2nd, and 62 in the 3rd; they were divided between the A or Literary, and B or Scientific Courses as follows:—

	Number of Candidates.	Number passed.				Percentage of passes.
		I Division.	II Division.	III Division.	Total.	
A Course ...	237	10	107	52	169	71
B Course ...	79	5	22	10	37	47

Last year 128 passed in the A Course, and 34 in the B. Course, the percentages being 67·3 and 59·6. The examination for the B course was therefore more severe than in the previous year.

The rapid rise in the numbers passing this examination is worth noticing. Six years ago 49 succeeded in obtaining the B. A. degree; in successive years the numbers have been 44, 96, 117, 141, 162, and now 206.

47. As regards students appearing from Colleges in the North-Western Provinces and Oudh, the following tabular statement shows the results of the last examination:—

College.	Course A.						Course B.					
	Candidates.	Passed in—			Total.	Percentage.	Candidates.	Passed in—			Total.	Percentage.
		First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.		
Muir College ...	41	2	16	9	27	66	18	3	3	2	8	44
Agra „ ...	33	2	23	5	30	91	11	...	6	...	6	55
Queen's „ ...	19	...	4	4	8	42	16	...	5	2	7	44
Canning „ ...	52	3	26	13	42	81	6	...	1	2	3	50
Bareilly „ ...	23	...	7	8	15	65	2	...	...	...	...	...
Aligarh Muhammadan Anglo-Oriental College.	25	2	15	2	19	76	2	1	...	1	2	100
St. John's College,	15	1	10	3	14	93	3	...	1	...	1	33
Christian „ ...	4	...	2	1	3	75	...	...	...	...	...	...
Total for 1894-95,	**212**	**10**	**103**	**45**	**158**	**75**	**58**	**4**	**16**	**7**	**27**	**47**
Ditto 1893-94...	173	12	78	28	118	68	46	2	20	8	30	65

The success of Agra College, St. John's College and Canning College in the A Course Examination is specially creditable. The Muhammadan Anglo-Oriental College and the Christian College also acquitted themselves well, though the candidates from the latter were few in number.

48. The following abstract shows, in the usual form, the number of failures in each subject :—

College.	Candidates.	Passed.	Percentage of passes.	Number of failures in —				
				English.	Mental and Moral Science.	Second Language, History or Mathematics.	Physical Science or additional Mathematics.	Aggregate.
Muir College ...	59	35	59	6	4	19	6	15
Agra „ ...	44	36	82	3	2	6	5	6
Queen's „ ...	35	15	43	11	3	12	4	15
Canning „ ...	58	45	78	6	5	6	2	8
Bareilly „ ...	25	15	60	7	3	6	2	8
Aligarh Muhammadan Anglo-Oriental College.	27	21	78	6	2	1	...	3
St. Johns' College ...	18	15	83	...	1	2	...	1
Christian College ...	4	3	75	1	...	...	...	1
Total ...	270	185	69	40	20	52	19	57

49. The remarks of the Officiating Principal, Muir Central College, on the results of this examination are as follows :—

"The failures call for no special remarks unless we note that there was a somewhat unusual want of success in the classical languages, causing the failure of 5 students who had passed in the other subjects. On the B. side the results in Mathematics and Science were unfavourable throughout the University, a fact which has to be explained, I suppose, from the comparative difficulty of those subjects."

The Principal, Queen's College, writes :—

"Out of 35 students sent up for the B. A. 15 passed, which represents about 43 per cent. of success. A remarkable result is that out of 19 candidates in the A or Literary Course, 9 failed in English, whereas out of 16 candidates in the B or Science Course only 2 failed in English. Both courses read their English subjects together, and both seemed to me equally well prepared. I can only surmise that the answer papers may have been sent to different examiners, who adopted different standards for passing. In the B Course Mathematics was the chief cause of failure, 7 out of 16 candidates failing in this subject. I fully expected a great success with our B. A. class this year, and am equally surprised and disappointed at the failure of a number of excellent students in English in the A course."

I have made enquiries on this point and I find that all the Prose papers, whether of A or B candidates, were examined by one Examiner, and all the Poetry by another. The Essay papers were divided between them, A and B promiscuously. In the oral examination the examinees were taken alternately by the two oral Examiners. Hence the Principal's surmise turns out not to be correct. Probably those who took the B course were on the whole the better men.

The Officiating Principal of Canning College on the other hand hints that the marks in English Literature and Philosophy may have been awarded with too liberal a hand. He says, speaking of the candidates from his College :—

"In his last report Mr. White judging from the record of their College examinations in the third year class, inferred that a fair proportion of them would be a credit to the College. As University examinations in India usually go, nearly 78 per cent. of passes cannot but be considered a very fair proportion indeed. The B. A. Examiners have this year been more than usually liberal in awarding marks, especially in the A course—Literature and Philosophy—in which the unprecedented proportion of 71 per cent. of the University candidates have been gazetted as having passed the B. A. degree. It may fairly be questioned whether such a lowering of the standard as this implies is likely either to enhance the credit of the University degree, or to support the general cause of English education in these Provinces. - - - - - Canning College has this year passed ten more B. A.'s, than in any previous year. Shiam Behari Lal passed with Honours in English."

"It is a matter for regret that this year the proportion of University passes in the B or Scientific course is 22 per cent. below that of the A or Literary Course. The former demands much more original work on the part of the student than the latter; this partly accounts for the fact that only ten per cent. of our students elected to take the Science course; and the disproportionate severity of the examiners is not calculated to stimulate much increase in the already too scanty numbers of this section of the class."

"Three students advanced from the 2nd Division Intermediate to the 1st Division B. A., and no less than 11 students who passed the Intermediate Examination in the 3rd Division succeeded in obtaining the B. A. in the 2nd Division. This rise in rank is not however solely due to progress in proficiency; it is partly accounted for by the somewhat anomalous University Regulation which demands 45 per cent. of the marks for a 2nd Division in the Intermediate Examination, and only 40 per cent. for a 2nd Division B. A."

50. The table in paragraph 48 shows that out of 270 candidates all but 40 passed in English, *i.e.*, more than 85 per cent. passed in this subject. This is a high percentage, and an improvement on last year's. Evidently the recently added paper in English composition is not found to present a formidable obstacle to candidates, notwithstanding the fact that no time can be spared in the colleges for frequent exercise in composition and for careful correction of the exercises. But though we can scarcely wish for better results than are recorded in the University lists this year, yet it by no means follows that we ought to be satisfied with the attainments which have won this success; and those generally who are accustomed to receive applications or other letters from our University graduates will agree that all has not been done to improve their composition, even though 85 per cent. of the candidates pass the B. A. Examination, including the paper in English composition. We ought to make ability to write English correctly one of the chief aims of our educational efforts among those who learn English at all. A candidate for the B. A. degree who makes egregious blunders in concord, such as would disgrace an English school boy if made in his Latin exercises, should be doomed to failure. But it is feared that this is not the case, and that in most of the papers sent up to examiners, not only in English but in other subjects as well, the English is often extremely faulty. I suppose there can be no doubt that the English of our graduates is much more incorrect grammatically than the Latin of Englishmen who have taken classical honours at a University, or even than that of many a school boy who aims at that distinction eventually, although it is immeasurably more important that an Indian student should know English correctly than that an Englishman should know Latin. The reason is that English school boys and undergraduates have to undergo regular drilling in composition, frequent exercises, and careful correction; while students in this country are left to a great extent unprovided with like aids to improvement. Yet the end is worth striving for. As a mental discipline few things could be more useful and more thorough than the acquisition of an exact and scholarly use of the English language by our students; while at the same time it would give them a practical advantage in life which would itself prove a very substantial reward. The staff of our colleges and schools is at present insufficient to grapple with a task like this. Even if the work were shared by all the members of the staff of a College like the Muir Central College, and the 300 students on the rolls were each required to do only one short composition exercise in a fortnight, and this were to be corrected by the lecturer and carefully gone through and the corrections explained to the student in a personal interview lasting not more than a quarter of an hour for each, this would require six hours extra work a day in the lecture room, or nearly work enough for two additional Professors; divided among the members of the existing staff it would mean an extra hour's work a day for every Professor. It is thus clear that the work cannot be systematically and satisfactorily undertaken with the present staff, unless the time devoted to other subjects is curtailed for the purpose. I do not imagine that this is practicable, with due regard to the claims of those other subjects. An increase in the staff of High Schools and Colleges appears to be the right way of meeting the demand for better and more complete English teaching in this respect, and the recently sanctioned enhancement of the fees, with the increased income which is anticipated from it, will make it possible to engage additional teachers for the purpose in some of the colleges at any rate.

51. In paragraph 32 of last year's report, my predecessor, Mr. Nesfield, argued the question, who is responsible for the shortcomings of Indian students in English. Mr. White, the Principal of Canning College, laid the blame on the schools which supply the colleges with students ignorant of the simplest elements of English composition. Mr. Nesfield on the other hand pointed out that the schools rely upon the colleges to supply them with teachers, and if these teachers have not acquired a good knowledge and practical use of the English language from the European Professors of their Colleges, good results can scarcely be expected when they set to work to teach school boys. "It is vain," he wrote, "to expect that schools can succeed where colleges fail" Mr. White pointed out that with so many subjects to be taught and with papers at the college examinations to be criticised and valued, it is difficult for the Professor to find time for frequent exercise in composition; and yet it is only by frequent practice that proficiency is to be attained. Mr. Nesfield showed that a similar argument was just as applicable to schools. And both in my opinion are right; with the present staff and the present system of finding time for composition and translation last of all, instead of among the first subjects to be provided for, there is no time and there are no teachers available for this work. The first remedy is to find the men and the time.

52. But, given the men and the time, the argument on both sides goes rather to show that there is a further fault traceable to the teachers employed in schools not being as a rule well qualified to teach English as it should be taught. Mr. Nesfield asks "Where is the expected "reform" to come from, as long as the boy student—a poor linguist by nature—is taught from the beginning to the end by his own countrymen? If European Principals of Colleges cannot supply our schools with better teachers, the fault (if any one is at fault) lies with themselves and not with the schools; and it is in the colleges, and not in the schools, that the "reform" desired by Mr. White should be commenced, since University graduates are the only source to which we can look for teachers of English in Anglo-Vernacular or Zila Schools." If this were all there is to be said, we should indeed have arrived at an *impasse*. The Colleges could do nothing with the bad material supplied from the schools, and the schools could do no better with such teachers as the colleges under those circumstances are able to send to them. Colleges do not, however, exist merely for the sake of supplying teachers to schools. If they did, it would be their business to keep this object primarily in view. So far it has been nobody's business in these Provinces to train teachers for Anglo-Vernacular schools. The importance of a special Training College for the purpose has been fully admitted, but the funds have not been forthcoming, or the urgency of the question has not been thoroughly grasped. The consequence is that youths who have only passed the English Middle Examination and have the most meagre acquaintance with the language, and of course have had no training whatever for a teacher's work, are entrusted with the task of giving instruction in English to school boys at the outset of their study of that language. Owing to English being begun in the lowest classes of schools, and to the teachers of those classes receiving but poor pay, this state of things is not to be wondered at. Nor can we be surprised that such a plan of teaching English should as a rule be foredoomed to failure. Proposals for the establishment of a Training College have again been submitted during this year, and if they are accepted no new teacher will be authorised to teach English, except as a temporary make-shift, unless he has passed the Entrance Examination of the University and subsequently undergone a course of training in the Training College. This alone should be productive of better results in English from the lowest school classes to the highest classes in the Colleges. If to this is added some stricter requirement with regard to regular exercises in composition suited to the standard of the scholars throughout their educational course, with proper provision for carrying it out, a great deal would be done to secure the reform which has been so much discussed.

53. Meanwhile the University has done its part towards effecting an improvement by raising its requirements in all its examinations. The outcome of a discussion on certain proposals brought forward with this object by Mr. White, Principal of Canning College, was that the following changes were carried, the effect of which will be to make success less dependent than has hitherto been the case upon learning off notes and abstracts of the English Literature texts, prepared by Professors and others:—

(*i*) *Entrance Examination.*—

(*a*) In the first paper the number of marks to be allotted to questions arising out of *unseen* passages is to be raised to two-fifths of the maximum.

(*b*) The English Grammar paper is to be set with the object of testing the candidates' practical knowledge of the subject, as in Parsing and Analysis; mere rules and technicalities that can be learnt up from a book are to have less weight attached to them.

(*c*) The prescribed text book is to be changed annually, in whole or in part.

(*ii*) *Intermediate Examination.*—Of the three papers in English, the first will be devoted to the prescribed prose authors; half of the second to prescribed poetry, and half to unseen passages; the third remaining as before, *viz.*, translation from a Vernacular into English.

(*iii*) *B. A. Examination.*—(*a*) One quarter of each of the first two papers, *viz.*, Prose and Poetry, is to be set from *unseen* passages.

(*b*) In the *viva voce* test *unseen* passages are to be selected, and the marks to be raised.

(*iv*) *M. A. Examination.*—(*a*) A fifth paper is to be set on *unseen passages*, and a sixth paper containing subjects for an Essay.

(*b*) As in the B. A. Examination, *viva voce* test is to be in *unseen* passages; and as many marks are to be allowed as for one of the written papers.

The Intermediate or First Arts Examination.

54. This examination precedes the B. A Examination by two years. Like the higher examination, it is divided into the A or Literary and the B or Science Course.

There were 506 and 267 candidates for the two courses respectively, of whom 167, or 33 per cent. passed in the A course, and 104, or 39 per cent., in the B course. In all 271 passed out of 773, or 35 per cent. These percentages of success are less than in the two previous years for both courses. Previous to that the bifurcation of studies at this stage had not taken place, but at the examination in 1892, only 31 per cent. of the candidates passed, so that the percentage for the present year is not the lowest on record. The fact that it is below the average may have some relation to the candidates being generally students who passed the Entrance Examination in 1893, when the percentage of passes was above the average, and the examiners apparently more indulgent than usual.

55. The results of the examination as affecting candidates from affiliated colleges in the Province are, as might be expected, rather better than the average; though in the College departments of schools the results are below the average, and therefore scarcely satisfactory. The details are given in the following table in the usual form :—

Class of institutions.	Name of institution.	Course A.						Course B.					
		Candidates.	Passed in— First Division.	Second Division.	Third Division.	Total.	Percentage.	Candidates.	Passed in— First Division.	Second Division.	Third Division.	Total.	Percentage.
Colleges.	Muir ...	59	1	6	9	16	27	44	4	4	9	17	39
	Canning ...	48	...	8	14	22	46	32	1	5	11	17	53
	Queen's ...	42	...	2	12	14	33	54	...	5	13	18	33
	Aligarh Mubammadan Anglo-Oriental.	64	...	2	22	24	38	1	...	...	...	...	...
	Agra ...	46	...	1	12	13	28	34	1	5	8	14	41
	Bareilly ...	44	...	1	13	14	32	14	...	4	2	6	43
	Total ...	303	1	20	82	103	34	179	6	23	43	72	40
College departments of schools.	Fyzabad ...	17	...	1	1	2	12	5	1	1	2	4	80
	St. John's ...	19	...	3	2	5	26	12	...	2	4	6	50
	St. Peter's ...	12	...	2	2	4	33	1	...	...	...	...	...
	Christian, Lucknow ...	4	...	...	1	1	25	...	...	...	...	...	...
	Meerut ...	10	...	1	1	2	20	11	...	...	2	2	18
	Women's, Lucknow ...	5	...	3	1	4	80	...	...	...	...	...	...
	Philander Smith Institute.	2	...	1	...	1	50	...	...	...	...	...	...
	Christ Church, Cawnpore.	9	...	3	...	3	33	1	...	...	...	...	...
	Ramsay, Almora ...	4	...	...	...	...	...	1	...	...	...	...	...
	St. George's ...	1	...	...	...	...	...	1	...	...	...	...	...
	Total ...	83	...	14	8	22	27	32	1	3	8	12	38
	GRAND TOTAL ...	386	1	34	90	125	32	211	7	26	51	84	40

Two more institutions have this year been added to the list of those sending up candidates for this examination, *viz.*, Ramsay College, Almora, and St. George's, Mussoorie. The greater success in the B course is probably attributable to the better candidates, or those with a special aptitude for the more scientific studies, being attracted to it. The same consideration may account for there being seven First Division men out of 84 successful candidates in the B course, and only one out of 125 in the A course, and that one a student whose mother tongue is English.

56. The number of failures in the various subjects of examination is given in the following table :—

Name of institution.	Candidates.	Passed.	Percentage of passes.	Number of failures in—						
				English.	Classical language.	Mathematics.	History or Trigonometry or Conic Sections.	Logic.	Physics and Chemistry.	Aggregate.
Muir	103	33	32	59	7	16	35	22	24	64
Canning	80	39	49	36	4	11	13	5	11	37
Queen's	96	32	33	57	7	11	25	2	20	59
Aligarh Muhammadan Anglo-Oriental.	65	24	37	40	8	2	...	6	...	37
Agra	80	27	34	48	8	6	19	12	8	47
Bareilly	58	20	34	34	10	16	13	2	8	34
Fyzabad	22	6	27	12	2	...	...	6	1	15
St. John's	31	11	35	19	6	...	2	3	3	16
St. Peter's	13	4	31	7	2	1	2	5	1	8
Christian, Lucknow ...	4	1	25	2	2	...	...	...	...	1
Meerut	21	4	19	16	3	2	5	...	7	15
Women's	5	4	80	...	1	1	...	1	...	1
Philander Smith Institute ...	2	1	50	...	...	1	...	...	...	...
Christ Church, Cawnpore ...	10	3	30	6	1	1	1	1	1	5
Ramsay, Almora	5	...	...	5	3	1	1	1	...	5
St. George's	2	...	...	...	...	...	1	1	1	...
Total ...	597	209	35	341	64	69	117	67	85	344

The failures in English amount to 57 per cent. as compared with 44·7 per cent. last year, when the large number of failures in this subject was specially remarked. The matter is referred to below in the extracts from the various College reports. The results in the classical language are more favourable than those of the previous year; while in Mathematics there is a very marked improvement, due perhaps to the greater attention paid to this subject in response to the severity of the examiners the year before. Logic and Physics and Chemistry were easy subjects in 1894, and this may have led to some carelessness on the part of the candidates; at any rate the failures this year are much more numerous. The same remark may apply to the alternative subjects, History (A course) and the further course in Mathematics (B course).

57. With reference to the Muir Central College, the Officiating Principal, Dr. Thibaut, writes :—

"These results are certainly very unsatisfactory.---The class was an exceedingly poor one in quality; but the principal cause of the extensive failure I take to have been its overgrown size. The numbers of the Intermediate classes had, for a number of years, been steadily growing in our college, so as in the end to become quite unmanageable by the very limited staff. The University has of recent years undoubtedly raised its demands on students of the Intermediate class: the English test, *e g.* has become considerably more severe owing to the addition of a translation paper. But it of course quite transcends the power of our Assistant Professor of English, who teaches the Intermediate classes—and who, I must add, has during the last session worked with no less zeal and punctuality than in former years—materially to improve the English composition of 200 students. The plan of teaching the Intermediate classes in sections, which was tried for a time, had to be given up, as the staff is not sufficiently numerous for that. Nor can we, as some other colleges do, avail ourselves, for the teaching of the Intermediate classes, of the help of the Headmaster and the upper teachers of a Collegiate School. A very considerable reduction of the numbers of the Intermediate classes appears to be the only way out of the difficulty."

During the current year a reduction has been effected owing to three causes (1) the Principal's refusal to re-admit those who failed badly at the last Intermediate examination, (2) the opening of College classes at the unaided Kayasth Patsháli, Allahabad, and (3) the raising of the fees. It is therefore to be hoped that with more manageable classes better results will be attained.

58. Mr. Wright, Principal, Queen's College, Benares, remarks as follows :—

"The intermediate class of 96 candidates included no less than 34 failures of previous years. These 34 failures were formed into a separate section for their English studies and were taught by myself. Of these 11 passed in English, and these 11 also passed the whole examination. The class was a most unpromising one, containing a

number of pupils who had failed several times in many subjects, and whose chance of success from the very first was zero. I have given due notice that for the next examination and for subsequent years such candidates will not be permitted to encumber the rolls of our college Intermediate class. Considering the materials I am quite satisfied that 32 passed out of 96, or a ratio of 33 per cent. of success. English was the chief cause of failure in both the *A* and *B* courses, but the fact that no less than 59 out of 96 failed in "Aggregate" shows the weakness of the class in general. The *B* course did very much worse than the *A* course in all subjects except English, the failures in Science and in Trigonometry and Geometrical Conics being most conspicuous. In Mathematics (Arithmetic, Algebra and Trigonometry) the *B* course students did remarkably well.

59. Regarding the Canning College, Lucknow, the Officiating Principal, Mr. Pirie, writes :—

"In this College, as well as in the University generally, by far the largest number of failures have been in English. This subject alone carries 150 marks, while the other four subjects, in which each candidate must pass, score only 50 marks each. One result of this heavy odds (3 to 1) in favour of special excellence in English, is that this year, the only one student, out of 506 candidates, who has been placed in the First Division in the A course, is one whose mother tongue is English. There are two reasons, I think, for this wide-spread failure in English in this examination. In the first place, some of the text books, notably "Huxley's Lay Sermons," were too difficult for the Intermediate standard. Secondly, the third paper in English, which consists of translation from the students' vernacular, has been added to the examination for the first time this year. In my opinion the addition of this third paper in English was a mistake. To begin with, it gives unjustly heavy odds in favour of special excellence in English as compared with equally deserving excellence in any one of the other subjects, Mathematics, Logic, Classical language, History, Physical Science or Chemistry. But my main objection to it is the difficulty of making a suitable provision for teaching translation. In the first place this involves the setting, examining and correcting of a more or less extensive series of exercises; but as this class in each of the larger colleges usually consists of about 100 students, the amount of labour involved by such a process is practically prohibitive. Secondly, each exercise set means that the same passage is to be given in Urdu, in Hindi and in Bengali, for every college, and for some in Marhatti, or Gujrati as well. The difficulty of finding an English lecturer endowed with such polyglot proficiency is manifest. The result of the present year's examination shows that the teaching of this subject has not been properly provided for, and I for one doubt very much whether it ever will be. The candidates whose mother tongue is English have a paper in composition instead of in translation, and this exception may possibly account for the position of the one First division man in the A course."

"The defect in the University Examination in Practical Chemistry, so forcibly denounced by Mr. Ward, certainly calls for a remedy of some sort. As at present conducted, there is nothing to prevent the worst student sent up getting full marks, while the best student may be awarded zero."

"The disproportionate easiness of the Persian course allures the majority of our Oudh Brahmins away from the more becoming but more difficult study of their own sacred language; and no great improvement in the number of Sanskrit students can be looked for until the University authorities see fit to level up the standard of the Persian course."

60. As regards the choice of a too difficult text-book, mentioned by Mr. Pirie, the fault has, I hope, been remedied in the later selections of text-books. The third paper in English undoubtedly adds to the difficulty of the examination, but the general opinion is that it also adds to its value, and that it is a necessary step towards improving the English of our graduates. But Mr. Pirie's main objection to it is the difficulty of making suitable provision for the proper correction of translation exercises. I admit the difficulty, but not the implied practical impossibility. The staff of the Canning College could be strengthened so as to make some provision for this work, and it is not beyond hope that the increased fee income will of itself suffice to pay for an additional Professor before long for this purpose. The College that thus first accommodates itself to the new requirement of the University is likely to reap ample reward. It is perhaps not necessary for a Professor to set passages for translation into English from any languages except Urdu and Hindi; for the object of the exercises is to train students to turn a passage from a Vernacular that they know into good English; and those whose mother tongue is Bengali, Mahratti or Guzrati must know Urdu or Hindi, if they are studying in a College in the North-Western Provinces and Oudh.

61. The Principal of the Agra College reports that there were 81 candidates, but only 27 succeeded in passing. He adds: "This is a poor result, but easily accounted for. In the first place the examination is becoming year by year more searching and requires more careful preparation than was needed eight or ten years ago, while secondly, the changes in our staff rendered steady work impossible."

62. The Principal of the Muhammadan Anglo-Oriental College, Aligarh, thinks that the unprecedented severity of the University in the Entrance and Intermediate examinations raises the question whether this is good for education or not. His opinion is that many of the candidates who have failed this year for the Entrance and Intermediate examinations were fully competent to read in the Intermediate and the B. A. classes respectively, and that the education of these unfortunate youths and men has thus been damaged. Fifty per cent. appears to him to be a reasonable percentage of passes for the Entrance and Intermediate, and 70 per cent. for the B. A.

It is, however, clear that no University could adopt a rule to pass a fixed percentage at any examination, irrespective of the attainments of the candidates; and the colleges must themselves do their part in working up to the reasonable standard of success which he lays down.

It has been recognized at the Muhammadan Anglo-Oriental College, Aligarh, that the institution of a paper in translation for the Intermediate examination has made it necessary that translation should be regularly taught; and accordingly the College Magazine, which contains a variety of articles by the best living Urdu writers on different topics and in various styles, together with "poetry by the greatest living Urdu poet" has been selected as the text-book for translation from Urdu into English in the first and second year College classes. I have not been definitely informed that a similar measure has been adopted elsewhere, but the new conditions have probably suggested it in all other Colleges.

63. In the last Annual Report Mr. Nesfield referred at length to the Rules for admission to State Colleges, and quoted the criticism of the then existing rules made by Dr. Thibaut. The objections there raised have been carefully considered in consultation with the Principals of the Government Colleges at Allahabad and Benares; and revised rules have been issued during the year. The first objection was with regard to the limitation of Intermediate classes or sections of classes to sixty students. This hard and fast rule has been modified, and the admissions left to the discretion of the Principal with reference to the strength of the teaching staff and the accommodation available in the College. For some subjects it is obvious that lectures may be advantageously given to as many students as the lecture room will hold; while in other subjects smaller classes should be formed, if the staff is sufficient to provide for teaching them. But the chief difficulty was felt in applying the rules regarding priority of admission. Candidates who had passed in a higher division were, quite properly, given precedence over those who had passed in a lower division; and this rule has been retained. Difficulties arose from the fact that students of the latter class often applied first, and the Principal felt that he could not reject their applications in the indefinite expectation of better candidates afterwards appearing. The solution of the difficulty lies in neither rejecting nor admitting these earlier applicants at once, but in fixing a date by which applications will be received, and considering them all together at that time with reference to the order of precedence prescribed in the rules. This change has accordingly been made. Well qualified students who apply after the date fixed may be admitted by the Principal if there is room for them, without cancelling the admission of others who have sent in their applications in time; but if there is no room, the fault is entirely the student's, and there is no one else to blame. One or two minor alterations were made in order to promote better discipline.

64. Before the close of the year the proposal to appoint a European Professor of Chemistry in the Muir College, in order to strengthen the staff for the teaching of Science, was approved by Government; and the Secretary of State for India has accordingly been asked to appoint a Professor. Mr. Murray will thus be able to devote himself entirely to the teaching of Physics. For five months of the year under review a well qualified Assistant Professor, Babu Chandra Bhushan Bhaduri, a graduate of Calcutta University, has been engaged temporarily to relieve Professor Murray of the Chemistry classes; but his services will be dispensed with on the arrival of the new Professor referred to above. The appointment of an Assistant Professor of Science at Queen's College, Benares, has also been sanctioned as soon as funds are available. It is to be hoped that the improvement of the staff for the teaching of Science in the two State Colleges will lead to an improvement in the results in the course of a short time.

65. *Proportion of Matriculated Students who continue their studies in a College.* The number of first year students in Colleges during the year under review was 347; this, with the exception of the few students who failed to win promotion to the second year class, was the number who entered College from among the 877 who passed the Entrance and School Final Examinations in 1894. The proportion is close upon 40 per cent.

The number of third year students was 171, while the number who passed the previous Intermediate Examination was 265, the proportion being nearly 65 per cent.

This shows that the Entrance is much more generally accepted as a final examination for schools, than as an Entrance examination for Colleges. But the Intermediate generally serves the purpose of a passport to the next higher course.

Judging from a period of five years, about 33 per cent. of those who pass the Entrance succeed in passing the Intermediate, and of those who pass the Intermediate over 67 per cent. have obtained the B. A. degree. Hence on an average about 22 per cent. of Matriculated students obtain a degree, but more than 50 per cent. of those who enter a College. It must not, however, be forgotten that the examinations are getting harder, and that these proportions are likely to be affected thereby.

66. The workshop, which is under Professor Murray's charge at the Muir Central College, has been in some difficulty from want of funds to pay for raw materials, as the extracts given below from Professor Murray's report will show. The laboratory allowance is said to have been inadequate for years, and to have proved utterly insufficient to meet the additional requirements of the workshop. In consequence work for the College stopped after July of last year, and in order to keep the workshop open and avoid losing his workmen Mr. Murray had to set them to make apparatus for which he had received no order, advancing the money for the work himself. Some apparatus was also made for other educational institutions. An extra grant last December enabled him to resume the making of apparatus for the laboratory. This year the budget allotment has not been increased, owing to the representations made last November being too late to be considered in drawing up the budget for the current year; as a consequence the work must again come to a stand still unless an additional grant can be sanctioned.

The following extracts are taken from Professor Murray's report. :—

"With these orders (*i.e.* work for Laboratory after December, and outside orders) I had so much work, that to get it finished within a reasonable time I had to engage more men, and during the last six months, I had regularly at work four fitters, one wood worker, one blacksmith, two coolies for the lathe, one general hand, and one forge boy—ten in all, besides an occasional extra hand or two as the need arose.

Various points came up in connection with this extension of the work:—

(1) Extra men required extra tools. My original estimate for tools was based on the smaller estimate necessary for purely College work, and the allowance originally granted was by that time expended. The only courses open were either to charge the extra cost to the cost of the apparatus or apply to Government for an extra grant. The former would have been both unfair and injudicious, while the workshop was yet on its trial, so to speak, and to save time and keep the work going I advanced the money to pay for the extra tools, myself.

(2) Again it was often found that for some piece of apparatus a special tool had to be constructed. While I was engaged only on College work, I had been charging these extra expenses to the cost of the apparatus, so that the tools so constructed also belonged to the College. But when outside orders came in it was of course impossible to do this. In some cases it would have added considerably to the price and would have tended to frighten off customers. Accordingly I advanced money to pay for these as well, charging only a certain proportion to the cost of the apparatus.

(3) While I was working for the College alone, it was possible for the College to pay for a piece of apparatus as it was being constructed. Ready money is necessary for purchases in the bazar, and the College naturally supplied it as it was required. The same held also with regard to any extra labour that might be required. But with outside orders this was impossible. Workmen had to be paid, materials bought and all charges met before the finished apparatus was paid for; to meet this I again advanced whatever was necessary. It will be evident from this that to carry on outside work a permanent advance is necessary; in short, that to carry the business on as business a working capital is required."

"But I am informed that no increase has this year been made in the allotment for the Laboratory. If this be so the same result will arise as we had to meet last year. The allotment granted will enable me to carry on the work for about three months, and at the end of October the practical classes will cease. It will be difficult for me to keep the workshop going, as the College cannot afford to get anything constructed. I have nearly finished all my orders from the outside, and unless something else comes in, the workshop will have to be closed. Also if outside orders come in a permanent advance will be necessary to enable me to carry on the work."

The Oriental Departments.

67. The Sanskrit College, Benares, holds the position of an Oriental University; it is not merely a College for imparting western learning through the medium of Oriental languages, vernacular or classical; its main object is to impart Oriental learning according to Oriental methods; and it has won and still retains the respect of the learned in this and neighbouring provinces, and in the Native States of these and the adjoining parts of India. It is under the charge of Mr. A. Venis, who is ably assisted by a body of

competent and distinguished pandits. A severe loss was sustained by the death of the senior pandit, Sitala Prasad, Tripathi, in January 1895. The examinations of the College are three, *viz.*, the Prathama Pariksha, the Madhyama (or Intermediate) and the Acharya (or Doctor's degree). These examinations are open to candidates from other Sanskrit institutions, whether situated in the North-Western Provinces and Oudh or not.

68. The number of examinees, and of those who were successful at each examination, are shown in the following table:—

Name of examination.	Number of examinees.	Number passed.	
Prathama Pariksha	143	43	
Madhyama „ (entire)	45	23	
Ditto „ (in parts)	103	54	
Acharya „ „	88	*78	*Of the 78 successful students, three passed the entire Acharya examination, one in Vyakarana and 2 in Jyautish from the Sanskrit College, Benares. The remaining 75 students passed in Acharya in parts.
Total	379	198	

There is a small increase in the number of candidates, but a small decrease in the number passed. One hundred and ninety-five examinees were outsiders and they contributed 72 to the number of successful candidates Those who appeared at the Acharya Examination were without exception students of the Sanskrit College. Three candidates qualified for the highest degree of Acharya, two in Jyautisha (Mathematics and Astronomy) and one in Vyakarana (Grammar). In the Prathama, or Entrance examination, the elementary text-book in Logic (Tarka Sangraha) proved the chief stumbling block, while in previous years composition in Sanskrit and Vernacular was the fatal subject.

69. In addition to the Sanskrit department, and distinct from it, there is an Anglo-Sanskrit Department, in which instruction is given in English, and in western learning. It contains 42 students. A former scholar of this department went up as a private student to the Entrance Examination of the Allahabad University, and passed in the First Division. The department does useful work in preparing a better stamp of men for the post of Sanskrit and Hindi teachers in Anglo-Vernacular schools; but it is felt that there is a want of one or two men on the teaching staff who are equal to and interested in the task of welding the old and the new learning, in order to realise more completely those higher aims which were in view twelve years ago when this modern side of the Sanskrit College was resuscitated.

70. The staff of the College has as usual contributed editions of valuable texts to the "Pandit" Journal, and to the Vizianagram Sanskrit Series, both of which are under the superintendence of the Principal, Mr. Venis.

71. With reference to the falling off of the numbers on the rolls of the Sanskrit College, Mr. Venis makes some interesting remarks, which I take the opportunity of here recording:—

"This fall in the number appears to have been due chiefly to an epidemic of fever which raged in the city during the greater part of last year, and dispersed the Mithila students, who furnish a large contingent to the college. A similar decrease in the roll has been observed under similar circumstances in previous years. In the report of 1892, I had occasion to remark that the ancient province of Mithila (including Behar and Tirhut from which the Benares Sanskrit College receives about onee third of the total number of its scholars) was alive to the duty of more liberal endowments to the ancient learning, and had entered on the work with an intelligent zeal that promised to make it permanent. I may now be permitted to express an opinion as to the way in which this revival of learning among our neighbours on the East is likely to affect us in Benares. A gradual diminution in the rolls of the Sanskrit College may be expected; for, with increased facilities for study at home, fewer students will be found willing to migrate to Benares. But in spite of, or rather by reason of, this (anticipated) decrease in the number of its pupils, the position of the Sanskrit College will, it seems to me, be materially strengthened, both in regard to its own efficiency as a teaching body and its indirect but extended influence over the standards of teaching in these and the adjoining provinees. This view I believe to be supported by a due consideration of the facts. Our students

may at present be roughly divided into two classes: the first consisting of comparative beginners, reading up to the Madhyama or middle standard as prescribed by Government; the other class comprising advanced scholars, reading for the Acháryá or degree of Doctor in one or more of the special branches of Sanskrit learning. As the provisions recently made for the better teaching of Sanskrit throughout Northern and Eastern India begin to take effect, fewer men of the first or junior class will join the college. But there appears to be no reason why the number of advanced scholars should decrease. The honoured name of the Sanskrit College and its peculiar associations with the sacred city, the market value of the Acháryá degree (a necessary qualification for which is attendance at the Government institution) these and the many other possible combinations of sentimental and practical motives would continue to draw men of the second or senior class to our college. Then as to the junior class, a decrease in their number, within certain limits, would be welcomed as allowing of more efficient instruction being given in the highest branches of the college curriculum. Under our present system a popular teacher has daily to divide his attention among forty or more pupils of varying attainments, who clamour for instruction in the many subjects and text-books prescribed for the college examinations. It is a system with a long history behind it; and the obvious remedy of allotting a fixed number of pupils to each teacher is not as easy of application here as would at first appear. Any attempt to apply a purely external remedy of this kind would be keenly felt by both teachers and taught as an interference with an ancient privilege. We know that from the times of the earliest Vedic Schools, it has been the privilege and the duty of the young Brahman to approach the *Guru* of his choice and accepted by him, to enter on the student-life. And so to-day in Benares, all that the principal of the Sanskrit College officially requires from a matriculant is the statement that he has been approved as a pupil by one of the College *Gurus*. It may well be that this near and living sense of relation between master and pupil, and of the essential wisdom of it, is being surely obliterated even from the Hindu mind by the new and cheap methods that now obtain in regard to the so-called rapid dissemination of knowledge. And yet one may be pardoned for not wishing to destroy this feeling where it may still be found to linger as a prized possession. But if, brushing this sentimental difficulty aside, the Principal of the college were to attempt a distribution of the scholars among the teachers in any given proportion, he would be met by another of a practical nature. In this the inexorable day of examinations, teachers also have come to regard themselves as perpetual examinees of some sort, and to believe that their bread and butter at the hands of Government depend on the number of pupils they may succeed in *passing* through the annual examinations. And the pity of it is that there is just truth enough in the prevalent belief to make it difficult for the principal to propose any changes that might operate to the official detriment of thoroughly deserving officers. Our most popular teachers are some of the ablest and most learned of our staff. It is easy to show such teachers that their very popularity hampers them in the highest kind of work, that of taking a few (and by comparison a very small number) of their advanced pupils beyond the limits prescribed by any examination and turning them into Pandits accomplished in the Sastras. It is by no means easy to convince them that their preferment in the public service depends on the quality of their work and not on a numerical estimate of pupils passed through the examination mill. Looking therefore to things as they are, I cannot regret the possibility of a gradual decrease in the number of our junior students. Such a decrease would admit of freer scope to that efficient teaching of the higher branches of the ancient learning, with which the name of the Government Sanskrit College of Benares has for more than half a century been associated as its completest representative throughout the world."

72. The next most important Oriental department is that attached to the Canning College, Lucknow. It consists of a Sanskrit class, which contained 9 students during the year, and two Arabic classes with 11 and 17 students respectively, in the latter of which Persian is also taught. Two candidates appeared at the Panjab Visharad examination, and likewise at the Benares Madhyama, and their failure is attributed to their thus attempting too much, instead of confining themselves to one course of study at a time. Another candidate entered for the Madhyama examination, but the exercise of his profession as a Parohit at marriage ceremonies interrupted his studies so much that he also failed. The results at the Maulvi and Munshi examinations of the Panjab University were more satisfactory, as the following table shows :—

Sanskrit class.	Candidates.	Passed.	I. Arabic.	Candidates.	Passed.	II. Arabic.	Candidates.	Passed.
Panjáb Prajna ...	1	...	Maulvi ...	3	3	Munshi ...	3	2
„ Visharad ...	2	...	Maulvi Fazil ...	1	...	...	...	...
Benares Madhyama,	3	...	...	...	...	...	...	...

73. The Mulla examination is an examination in Arabic, held annually in the Muir Central College, Allahabad. As the following statistics show, very few candidates present themselves for examination, and the number is diminishing year by year :—

	1894.		1893.	
	Candidates.	Passed.	Candidates.	Passed.
Canning College, Oriental Department	1	1	1	...
Government High School Mirzapur	1	1	1	...
Cashmai Rahmat School, Ghazipur	1	1	1	...
Private candidates	...	...	3	3
Total	3	3	6	3

CHAPTER V.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.

74. These are the schools in which an English school education is given. They are High Schools, preparing for the Entrance and School Final Examinations, Middle Schools in which education does not proceed beyond the standard of the English Middle examination, and Primary Schools, which may be either Lower or Upper Primary. The Primary Schools are generally branch schools which feed Middle or High Schools; since it would be manifestly absurd to deliberately provide an English Primary education with the intention that it should stop short there. In the same way English Middle schools, are naturally feeders of High Schools. The following statement gives the number of institutions, with the enrolment on March 31st in each section, and includes Government, Aided and Unaided schools :—

Circle.	Division.	Year.	Number of schools.	Number of scholars on the rolls on 31st March 1895.				
				High section.	Middle section.	Upper Primary section.	Lower Primary section.	Total.
First	Meerut ...	1894-95 ...	37	357	769	897	2,257	4,280
		1893-94 ...	36	346	724	798	2,123	3,991
	Agra ...	1894-95 ...	29	385	731	797	2,027	3,940
		1893-94 ...	31	350	699	810	2,270	4,129
	Bundelkhand ...	1894-95 ...	8	68	163	189	489	909
		1893-94 ...	8	68	153	182	514	917
	Total ...	1894-95 ...	74	810	1,663	1,883	4,773	9,129
		1893-94 ...	75	764	1,576	1,790	4,907	9,037
Second	Western Oudh ...	1894-95 ...	34	319	741	790	2,240	4,090
		1893-94 ...	35	341	809	851	2,273	4,274
	Eastern „ ...	1894-95 ...	25	147	431	454	1,719	2,751
		1893-94 ...	23	170	435	450	1,456	2,511
	Total ...	1894-95 ...	59	466	1,172	1,244	3,959	6,841
		1893-94 ...	58	511	1,244	1,301	3,729	6,785
Third	Allahabad ...	1894-95 ...	26	475	916	929	1,954	4,274
		1893-94 ...	26	432	962	952	2,005	4,351
	Benares ...	1894-95 ...	20	376	817	844	1,697	3,734
		1893-94 ...	19	385	897	803	1,719	3,804
	Total ...	1894-95 ...	46	851	1,733	1,773	3,651	8,008
		1893-94 ...	45	817	1,859	1,755	3,724	8,155
Fourth	Rohilkhand ...	1894-95 ...	24	317	654	744	1,647	3,362
		1893-94 ...	25	258	647	671	1,732	3,308
	Kumaun ...	1894-95 ...	8	54	168	186	620	1,028
		1893-94 ...	7	61	172	171	567	971
	Total ...	1894-95 ...	32	371	822	930	2,267	4,390
		1893-94 ...	32	319	819	842	2,299	4,279
	GRAND TOTAL ...	1894-95 ...	211	2,498	5,390	5,830	14,650	28,368
		1893-94 ...	210	2,411	5,498	5,688	14,659	28,256

75. The number of schools has increased by one in each of the Oudh and Allahabad Circles, and diminished by one in the Agra Circle. In the Oudh Circle, there has been a falling off in the high section, but on the whole the attendance in this section shows an increase of 87, or 3·6 per cent. In the middle section there is a decline in numbers

in the Oudh and the Allahabad Circles, and on the whole a decrease of 108 or about two per cent. during the year. The upper primary section has lost ground in the Oudh Circle only, and on the whole shows a gain of 142, or 2·5 per cent. The lower primary section shows lower numbers in all except the Oudh Circle, but the differences are slight, and the total loss is only 9. Taking the numbers of all the sections together, the Allahabad Circle alone shows retrogression, and this is inconsiderable in amount. Altogether the number of scholars on the rolls for the North-Western Provinces and Oudh exhibits a minute increase of 112. The numbers are therefore practically stationary.

76. In some Provinces the study of English is not commenced in the lowest classes. In the North-Western Provinces and Oudh, however, English is taught from the first, so that nearly every boy in an Anglo-Vernacular School, is learning English. The proportion of boys in primary and secondary schools, Vernacular and Anglo-Vernacular, who are learning English, is 27,672 out of 2,11,545, or about 13·1 per cent. The corresponding percentage for the whole of India in 1892 was 8·4 (Quinquennial Review pp. 3 and 100); and would be lower still if scholars in European schools had been excluded, as they are in the calculation for these provinces for the year under review.

77. The Entrance Examination of the Allahabad University, and the School Final, which is merely an alternative Entrance Examination with certain differences in the compulsory and optional subjects, test the attainments of scholars when they have finished their school course. The following abstract gives the results of the Entrance Examination for State, Aided and Unaided schools separately:—

Class of schools.	1895.						1894.					
	Number of candidates.	Passed in Division.			Total.	Percentage of passes.	Number of candidates.	Passed in Division.			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ...	548	28	105	93	226	41	572	30	128	104	262	46
Aided ...	579	17	89	108	214	37	602	30	112	114	256	43
Unaided ...	45	...	2	7	9	20	30	2	2	11	15	50
Total ...	1,172	45	196	208	449	38	1,204	62	242	229	533	44
Total for the University,	2,321	65	322	338	725	31	2,328	92	355	378	825	35·4

78. There has been a falling off of 32 in the number of candidates from schools of the Province, and of 84 in the number of passes. In addition to these, however, there were many private candidates who must have received their education at the schools of the Province, although not presented from them for examination. The total number of candidates was 2,321. The total number of passes was 725. Government Schools show the best result both in the number of passes and in the places they win. Next come the Aided Schools, and the Unaided schools bring up the rear, obtaining a lower percentage of passes not only than Government and Aided institutions, but also much lower than the general average for the University.

79. The percentage of passes in the four main subjects of examination for the last two years is given below as usual:—

Class of schools.	1895.				1894.			
	English.	Mathematics.	Second language.	History and Geography.	English.	Mathematics.	Second language.	History and Geography.
State ...	53	72	95	78	69	79	89	59
Aided ...	49	66	87	78	65	78	87	56
Unaided ...	40	42	82	56	73	80	93	60

80. The failures are chiefly in English, in which subject, the percentages gained in all classes of institutions are conspicuously lower than last year or the year before. The results in mathematics are likewise poorer than in either of the two previous years,

though in state schools they are fairly good. In the second language there is a marked deterioration in unaided schools. The results in History and Geography show a satisfactory improvement. Mr. Crosse, Inspector of the Oudh Circle, remarks that "the teaching of Geography is not yet satisfactory, though there are a few bright exceptions. More use has been made of map teaching, but little or no map drawing has been taught." Candidates are generally, if not always required to draw a map as part of the examination in Geography at the Entrance examination, and more attention should therefore be paid to map drawing in the schools. Headmasters who fail to find time for it in the Geography hours must be considered as neglecting their duty.

81. With respect to the general character of the teaching in High Schools, and more especially, I am inclined to think, as regards the teaching of English, I would again quote from Mr. Crosse's report:—

"An attempt has been made since my appointment as Inspector to improve the staff of the various schools with a certain amount of success. In place of Middle class and Matriculated men, I have been trying to appoint F.A. and B.A. passed men, and in the lower classes as far as possible none but Matriculates. In some respect the teaching has improved in consequence, and will I hope continue to do so, but the want of trained men is seriously felt. Many men of good abilities have the greatest difficulty in imparting their own knowledge in a simple and intelligent manner. The older teachers do not in many cases make any attempt to improve their own knowledge and continue to teach in a very crude fashion. This is particularly noticeable in Arithmetic in which the oldest and longest methods seem to be the favourite."

82. The only remedy for the evil alluded to is one which is 'slow and sure,' *viz.*, the establishing of a Training College to teach teachers how to teach. It could not but lead to a gradual improvement as trained men were from time to time appointed to fill up vacancies in the existing staff of schools. Some teachers have a natural ability for their work, and do it creditably even without training. But a course of training would be advantageous even to them, while to the great majority of teachers it is indispensable to success. Some men are wise enough to work for their degree while engaged in teaching. It is all that they can do under present circumstances to improve themselves for their calling, and there is no doubt that they and their work are the better for it. One teacher in the Oudh Circle has passed all examinations from the Intermediate to the M.A., as a teacher; and it is to be hoped that his ambition to excel is not yet satisfied. Mr. Crosse has been rightly impressing on his teachers the hopelessness of looking for promotion on the ground of seniority only, and the necessity of continued improvement in their qualifications and work.

83. The following table compares the results in the different circles:—

Circle.	Class of school.	1895.							1894.						
		Number of schools.	Number of candidates.	Passed in Division. I.	II.	III.	Total.	Percentage of passes.	Number of schools.	Number of candidates.	Passed in Division. I.	II.	III	Total.	Percentage of passes.
First	State	8	132	9	27	31	67	51	8	120	8	37	23	68	57
	Aided	13	272	5	45	49	99	36	13	292	12	60	65	137	47
	Unaided ...	1	5	...	...	...	...	...	1	2	...	...	1	1	50
	Total ...	22	409	14	72	80	166	41	22	414	20	97	89	206	50
Second	State	11	109	6	29	14	49	45	11	116	10	30	23	63	54
	Aided	6	97	3	12	22	37	38	6	86	7	22	9	38	44
	Unaided ...	3	17	...	1	2	3	18	3	11	2	2	1	5	45
	Total ...	20	223	9	42	38	89	40	20	213	19	54	33	106	50
Third	State	7	188	2	19	33	54	29	7	208	3	35	41	79	38
	Aided	16	182	9	26	35	70	38	16	189	10	26	36	72	38
	Unaided ...	1	20	...	1	5	6	30	1	17	...	..	9	9	53
	Total ...	24	390	11	46	73	130	33	24	414	13	61	86	160	39
Fourth	State	7	119	11	30	15	56	47	7	128	9	26	17	52	41
	Aided	4	28	...	6	2	8	29	2	35	1	4	4	9	26
	Unaided... ...	1	3	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	12	150	11	36	17	64	43	9	163	10	30	21	61	37
	GRAND TOTAL ...	78	1,172	45	196	208	449	38	75	1,204	62	242	229	533	44

The percentage of passes in state schools has fallen off in all except the Fourth Circle. The same is true as regards aided schools, except in the Third Circle where the percentage is stationary. The numbers examined have diminished in all Circles, except the second where there has been a slight gain. The numbers passed have decreased still more, except in the Fourth Circle where there is a small increase.

84. The following remarks are taken from the Inspectors' reports :—

First Circle, Government District Schools.—These schools have, with two exceptions (those of Aligarh and Muttra) fared well in the Entrance examination. I am, however, very pleasantly surprised at the brilliant success of the Bánda school, which I attribute almost entirely to the zeal and ability of the Headmaster, M. Ashraf Ali, M A. It is worthy of note that out of the two boys passing in the first Division from this school, one stands third on the list of successful candidates. The percentage of passes (89) is certainly remarkably high for a school situated in a very backward part of these Provinces. Next to Bánda come the three schools in the Meerut Division (Saháranpur, Bulandshahr and Muzaffarnagar) that almost invariably show good results. In point of percentage of passes, Saháranpur is the best of these three, but the fact that no candidate occupies a place in the First Division, does, to a certain extent, take away from the excellence of the result. The palm of success must, however, be awarded to the Bulandshahr school, one of the pupils of which enjoys the proud position of being at the head of the list of all successful candidates in the Allahabad University. And when it is remembered that last year too this comparatively small school with a staff of not too highly paid teachers enjoyed this honor, one feels bound to compliment the Headmaster, B. Bishambhar Nath, and his assistants. I never expected much of a success from the Aligarh school, but the percentage (29) is even lower than what I had expected it to be. Muttra has not done well either, but it makes up for the low percentage (38) by passing two in the First Division.

Second Circle.—Bahraich, which passed all its students last year, has done the same this year, as has Partábgarh; but the classes in both schools are very small indeed, being 2 and 3 respectively. Gonda also has done very well, passing 70 per cent of its boys as against 14 per cent. last year, and the result has astonished both the Headmaster and myself, as the class was a very backward one. On the other hand Lakhimpur has done very badly, only one boy passing out of ten. I cannot account for this as I am quite certain that the Headmaster worked unusually hard. Sultánpur with 60 per cent., Sitapur and Unao with 50 per cent., each give satisfactory results.

Third Circle.—The results are unsatisfactory regarded from any point of view: the number of candidates in each Division is less than in either of the two preceding years, and the percentage of passes is 11 less than in 1893-94, and 32 less than in 1892-93.

85. The following schools show the best results at the last Entrance Examination :—

Circle.	Name of School.	Number of Candidates.	Passed in Division —			Total Number of passes.	Percentage of passes.
			I.	II.	III.		
First,	Bánda—Government High School	9	2	3	3	8	89
	Saháranpur— ditto ditto	9	...	3	4	7	78
	Meerut—Church Mission High School ...	8	2	2	1	5	63
Second	Gonda—Government High School	10	2	4	1	7	70
	Sultánpur— ditto ditto	11	1	6	...	7	64
Third,	Gorakhpur—Jubilee High School	11	...	4	5	9	82
	Jaunpur—Church Mission High School ...	8	1	...	5	6	75
	Allahabad—Bengali Preparatory High School ...	14	3	3	4	10	71
	Benares—Bengali Tola High School ...	13	4	2	3	9	69
	Azamgarh—Church Mission High School ...	10	1	4	1	6	60
Fourth,	Budaun—Government High School ...	12	3	3	2	8	67

86. The success of the Bengali Schools at Allahabad and Benares, and of the Government High School, Budaun, in passing the largest number of boys in the First Division, besides obtaining a good percentage of passes, is deserving of commendation. The Bulandshahr School, although the percentage of passes does not come up to those of the above list, has won the first place in the First Division for the second year in succession. The absence of the names of Government Schools in the third, or Allahabad, Circle is anything but satisfactory. The Schools that have been included in this honours list for both of the last two years are the Saháranpur Government High School, Meerut Church Mission High School, the Sultánpur Government High School, the Bengali High Schools at Allahabad and Benares, and the Government High School at Budaun.

87. The next list contains the names of the Schools which did worst at the last Entrance Examination :—

Name of School.	Number of Candidates.	Number of passes.	Per centage of passes.	Remarks.
Allahabad—A. P. Mission School	22	5	23	
Lucknow—Christian Collegiate School	5	1	20	
Mirzapur—London Mission School	16	3	19	
Gházipur—Victoria High School	16	3	19	
Farukhabad—A. P. Mission School	16	3	19	
Cawnpore—Government High School	22	4	18	
Almora— ditto ditto	11	2	18	
Pilibhít— ditto ditto	6	1	17	
Mainpuri—Mission School	6	1	17	
Benares—London Mission School	7	1	14	
Lakhimpur—Government High School	10	1	10	
Cawnpore—Christ Church Collegiate School	14	1	7	
Saháranpur - A. P. Mission School	9	...	...	
Dehra Dún—Training School	5	...	...	

88. Of these Schools the following occurred in the corresponding list last year :—Victoria High School, Gházipur, the Government High School and the Christ Church Collegiate School, Cawnpore, the High School, Pilibhít. The Government High School at Cawnpore and the American Presbyterian Mission School at Allahabad have large Entrance classes, and their failure is therefore all the more serious. The percentages in the above list are considerably lower than those included in last year's list. If the same limit had been chosen last year, *viz.*, percentages under 24, the list would have included but eight schools, as compared with the fourteen of this year. This must be attributed chiefly to the increased severity of the University requirements, particularly in English, to which much greater attention will need to be paid in future in all Anglo-Vernacular Schools.

89. None of the Collegiate or other larger Government Schools are included in the list of more successful schools in paragraph 85, the largest Government School there represented being the Budaun School, which sent up 12 candidates. These large schools with their large classes and large sections of classes are at some disadvantage in comparison with schools where the classes are smaller and more manageable; but on the other hand their masterships are generally better paid, and therefore the services of the best teachers should be engaged in them. The results as regards these large schools cannot therefore be regarded with satisfaction. The three largest Government Schools are those at Allahabad, Benares and Bareilly, and they passed respectively 29, 24·5 and 48·8 per cent. of their candidates. Thus Bareilly was the only one of them that did creditably in the numbers passed, and the same school likewise obtained the greatest number of First Division places of any school, Government or Aided, throughout the Provinces, *viz.*, five; four being obtained by the Bengali Tola School, Benares, and three each by the Budaun Government High School and the Allahabad A. B. P. School. Allahabad had two in the First Division, and Benares Collegiate School not one. There are three Aided Schools comparing in size with three above named Government Schools, *viz.*, the M. A.-O. School, Aligarh, the Agra Collegiate School, and the Jubilee High School, Lucknow, which passed only from 32·2 to 34·6 of their candidates, the first two with none in the first Division, and the last with only one. The Principal of the Agra College refers to the result of the Entrance Examination at the Collegiate School as so bad that it must be dealt with separately, and he purposed bringing the failure and its cause before the Managing Committee at once. The case of the other schools similarly demands the attention of the managers, if there is to be any improvement in future years.

The School Final Examination.

90. The School Final Examination is practically an alternative Entrance Examination. Those who succeed in passing it may either discontinue their formal education at this stage, or enter a College and study for the higher University Examinations. If they elect the latter course, they will read either for the B. course prescribed for the B. A. degree, or for the B. Sc. degree which has now been instituted. The subjects which take the place of the classical language prescribed for the Entrance Examination are the following: Science, Drawing, Book-keeping, Agriculture with Surveying, and Political Economy.

91. During the year the Syndicate of the University resolved to admit candidates from the Cawnpore Agriculture School to the School Final Examination to be examined in two subjects only, *viz.* (1) Elementary Physics and Chemistry, and (2) Agriculture and Surveying. Thirty-six of these candidates presented themselves for the examination.

92 The year under report is only the second year in which the School Final Examination has been held. There were 177 candidates excluding the 36 from the Agricultural School, Cawnpore, against 93 in the previous year. Twenty passed in the First Division, 40 in the Second, and 19 in the Third Division, making a total of 79, and a percentage of passes of 45. In 1894, 51 passed, or 55 per cent. In addition to the above, 32 of the 36 candidates from the Agricultural School, Cawnpore, passed successfully in the two subjects in which they were examined,

93. The results as regards the schools that sent in candidates for the whole examination are given in the following abstract, side by side with the results of the ordinary Entrance Examination for the same schools. The relative difficulty of the two examinations and the progress of the new movement can thus be estimated.

Name of School.	School Final Examination.						Entrance Examination.					Percentage of passes.
	Number of candidates.	Passed in division.				Percentage of passes.	Number of candidates.	Passed in division.				
		I.	II.	III	Total.			I.	II.	III.	Total.	
Government Schools.												
Government High School, Allahabad ...	20	2	4	2	8	40	55	2	6	8	16	29
Collegiate School, Benares	12	1	...	1	2	17	53	...	7	6	13	25
Collegiate School, Bareilly	11	1	1	1	3	27	41	5	12	3	20	49
Collegiate School, Fyzabad	20	2	4	2	8	40	13	1	3	2	6	46
Government High School, Cawnpore ...	10	...	2	3	5	50	22	...	...	4	4	18
Do. Do. Moradabad ..	8	2	1	1	4	50	27	...	9	4	13	48
Total ...	81	8	12	10	30	37	211	8	37	27	72	34
Aided Schools.												
Collegiate School, Meerut	10	2	6	...	8	80	37	...	7	6	13	35
Jubilee High School, Lucknow	19	2	8	3	13	68	43	1	3	11	15	35
Collegiate School, Agra	23	2	2	2	6	26	58	...	8	11	19	33
St. John's Collegiate School, Agra ..	4	1	1	1	3	75	29	...	7	9	16	55
London Mission School, Benares	3	1	...	...	1	33	7	...	1	...	1	14
City High School, Jhánsi	7	1	3	...	4	57	10	1	3	1	5	50
Ramsay Collegiate School, Almora ...	6	...	1	...	1	17	11	...	3	...	3	27
Total ...	72	9	21	6	36	50	195	2	32	38	72	37
Unaided Schools.												
Kayasth Patshala, Allahabad	12	3	4	1	8	67	20	...	1	5	6	30
Husainabad School, Lucknow	3	...	...	...	...	..	9	...	1	2	3	33
Total ...	15	3	4	1	8	53	29	...	2	7	9	31
GRAND TOTAL ...	168	20	37	17	74	44	435	10	71	72	153	35

94. The number of candidates for the School Final Examination from schools in these Provinces has exactly doubled during the year. The Government High School at Cawnpore and Moradabad, the last five of the Aided schools named, and the Husainabad Unaided School, Lucknow, sent up candidates for the first time, and accountes for most of the increase, the Agra Collegiate School contributing 23 towards the number. The schools represented last year show, by an increase of 20 in the number of candidates at the School Final, and a decrease of 13 at the Entrance, that the former examination is gaining ground. The Aided schools have on the whole done much better than Government Schools in the School Final Examination, passing 36 out of 72, whereas the latter passed only 30 out of 81. The Collegiate School, Meerut, has secured the best percentage, and has placed its candidates well; and the Jubilee High School, Lucknow, takes an excellent position in the School Final Examination, as it did last year; though they both do but poorly in the Entrance Examination. The Kayasth Patshala has for the second time done well in the School Final. The first four Government Schools passed 55 per cent. in the School Final last year, this year their percentage has fallen to 33, and the decline is shared by all, but is most marked in the Collegiate School, Benares, which last year passed 10 out of 19, but this year only passes 2 out of 12, all of whom, however, save one, passed in Science. The Collegiate School, Fyzabad, the Government High School, Moradabad, St. John's Collegiate School, Agra, and the City High School, Jhánsi, have done well in both the examinations.

95. The percentage of passes in the School Final Examination is again higher than in the Entrance, though the difference is much less than it was last year. As was pointed out by Mr. Nesfield, most of the subjects of the two examinations are identical, while the alternative course in Science is more difficult than Persian; the better results therefore indicate that the School Final Examination attracts the cleverer boys, that those who are adventurous enough to try the new course are generally of greater mental strength. The difference in success may be expected to diminish gradually as the numbers of candidates in the two sides tend to equality.

96. The following abstract exhibits the failures in the various subjects at the School Final Examination :—

Class of Schools.	Number failed in.						
	English on paper.	Oral test in English.	History and Geography.	Mathematics.	Drawing.	Elementary Physics.	Book-keeping.
State	37	...	18	31	...	7	5
Aided	28	4	14	26	1	10	...
Unaided	4	1	2	5	...	2	...

The results in English, and in Mathematics are not so good as they were last year in any class of school, and in History and Geography they are less favourable in Government Schools than in other schools, than they were last year.

Drawing Classes.

97. The Drawing classes at Government and Aided schools have continued under the supervision of Mr. Crosse, Inspector of Schools, Oudh Circle. These classes were conducted during the year at 14 schools, Sitapur, Etáwah, and the Mufid'am School, Agra, having been added to the eleven reported last year. There is also a Drawing class at the Ramsay College, Almora, but this is too much out of the way to be inspected by Mr. Crosse. The curriculum has undergone important changes. Model Drawing is no longer taught in the Middle Classes, and the standards in Geometrical and Freehand have been raised by way of compensation.

98. The best work, judging from the inspection reports, seems to be done at the Jubilee High School, Lucknow; next comes the Kayasth Patshala, Allahabad, where a drawing master has been engaged who has been trained in the Bombay School of Art; another Bombay School of Art student has recently been put in charge of the class at the Aided City High School, Jhansi, and better work is therefore expected there. The teacher at Sitapur was trained in the Industrial School, Lucknow, and he has made a good beginning. The Jubilee High School, Lucknow, was the only School under the Inspector of drawing classes sufficiently advanced to send in candidates for the School Final Examination in this subject; five were presented, all of whom passed. One candidate also appeared from the Ramsay College, Almora, but failed.

99. It should be mentioned that drawing is commenced in the upper primary section. Boys have therefore four years' work at it before appearing at the Middle Examination, and in all six years before they go in for the School Final.

100. At the Middle Examination 37 candidates were presented in this subject, including one from the Ramsay College, Almora, and all of them passed. The Examiners report that the work in model drawing was satisfactory with the exception of that sent up from the Meerut School, about which the Examiner remarks "as far as appears from the papers the boys do not understand model drawing at all." This I can quite believe, for, when I visited the school in the course of last cold weather, I found the boys professing to draw from models, in the presence of their drawing master, and yet making drawings of the objects from some position altogether different from the one actually occupied. The master thought it a sufficient explanation to say that "they were drawing the things as they saw them yesterday." The same school was equally at fault in Freehand. In no school except the Lucknow Jubilee and Allahabad High Schools was shading attempted. In the latter school the only boy who appeared did remarkably well. As the Inspector observes, great progress in shading at this stage is scarcely to be expected.

101. The following census of drawing classes, excluding Etawah, where the subject has only recently been commenced, shows an increase of 102 students, or 31 per cent. during the year. The Examiners at the Middle and School Final Examinations appear

to be much more lenient than those who conduct the departmental examinations. On the whole 206 candidates passed out of 398 or nearly 52 per cent. :—

Name of School	Number of scholars on 31st March.		Results of Examinations.													
			Class I.		Class II.		Class III.		Class IV.		Class V.		Class VI.		Total.	
	1894.	1895.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed	Candidates.	Passed.	Candidates.	Passed.
Collegiate School, Benares,	20	19	...	...	...	...	...	...	5	2	6	2	7	1	18	5
Do. Bareilly ...	38	39	..	...	2	2	4	4	11	8	10	5	9	3	36	22
Government High School, Allahabad.	35	44	...	...	1	1	5	5	10	7	2	1	14	7	32	21
Do. Cawnpore ...	32	34	...	...	...	...	...	...	7	2	12	2	15	6	34	10
Do. Fyzabad ...	48	51	...	...	1	1	5	5	14	10	12	7	17	5	49	28
Do. Moradabad ...	29	29	...	...	...	...	...	...	7	4	12	2	8	4	27	10
Do. Sitapur ...	...	13	...	...	...	...	...	...	...	...	...	...	12	9	12	9
Mufid-'am School Agra ...	...	21	..	...	...	...	...	...	7	3	7	5	7	3	21	11
City High School, Jhánsi,	21	21	...	...	...	...	...	...	1	1	7	2	12	11	20	14
Collegiate School, Meerut,	33	33	..	...	3	1	5	5	7	3	8	...	8	1	31	10
Jubilee High School, Lucknow.	68	69	5	5	8	2	10	10	7	6	12	2	24	13	66	38
Church Mission High School, Lucknow.	...	24	...	..	...	...	...	...	6	5	5	1	11	8	22	14
Kayasth Patshala, Allahabad.	...	29	...	...	...	...	7	7	7	4	7	...	7	2	28	13
Ramsay Collegiate School, Almora.	2	2	1	...	...	...	1	1	...	...	...	...	...	...	2	1
Total ...	326	428	6	5	15	7	37	37	89	55	100	29	151	73	398	206

Science classes.

102. Last year 14 schools were reported as having opened Science classes. This year the number has risen to 17 by the addition of the Government High School, Aligarh, the Victoria High School, Agra, the London Mission High School, Benares, and the German Mission High School, Ghazipur; and the disappearance of the A. M. E M. School, Sháhjahánpur.

103. The 1st and 3rd classes were tested at the Entrance and English Middle Examinations. The 2nd and 4th classes were examined at the close of the year; the former by Babu Abhaya Charan Sanyal, M. A., Professor of Physical Science, Queen's College, Benares; and the latter by Babu Abinash Chandra Banarjee, M. A., Professor of Physical Science, St. John's College, Agra. The following table gives a census of the classes and passes in all the Schools.

Name of school.	Class I.			Class II.			Class III.			Class IV.		
	Number of scholars on the rolls on 31st March 1895.	Number examined.	Number passed.	Number of scholars on the rolls on 31st March 1895.	Number examined.	Number passed.	Number of scholars on the rolls on 31st March 1895.	Number examined.	Number passed.	Number of scholars on the rolls on 31st March 1895.	Number examined.	Number passed.
Collegiate School, Benares ...	12	12	11	15	14	14	...	...	...	9	8	4
Ditto Bareilly ..	11	11	11	15	14	12	1	1	1	7	7	6
Government High School, Allahabad ..	19	19	15	6	6	5	7	7	7	11	9	4
Ditto Cawnpore ...	10	10	9	25	23	14	8	8	8	18	16	6
Ditto Fyzabad ...	20	20	20	7	6	6	3	3	3	7	7	6
Ditto Moradabad,	8	8	8	9	9	8	9	9	9	13	13	7
Ditto Aligarh ...	...	...	...	12	12	12	11	11	11	23	23	13
City High School, Jhánsi ...	7	7	7	11	11	10	11	11	10	17	8	4
Jubilee High School, Lucknow ...	14	14	12	8	8	5	12	10	8	18	17	13
Collegiate School, Meerut ...	10	10	10	8	8	4	9	9	9	23	20	14
Ditto Agra ...	23	23	16	26	26	24	7	7	7	20	18	9
St. John's Collegiate School, Agra ...	4	4	3	12	12	8	...	...	...	...	...	..
Mufid'am School, Agra ...	...	...	...	...	...	...	8	8	6	19	19	12
Victoria High School, Agra ...	...	...	...	...	...	...	...	...	...	28	23	10
London Mission High School, Benares,	3	3	1	7	6	5	2	2	1	15	15	9
German Mission High School, Ghazipur	...	...	...	8	4	2	10	9	4	...	...	...
Kayasth Patshala, Allahabad ...	12	12	10	22	20	13	13	13	13	5	5	3
Total ...	153	153	133	191	179	142	111	108	97	233	208	120

104. The numbers learning Science have increased from 382 to 688; of these exactly a half are in the high, and a half in the middle section. The success at the Entrance and Middle Examinations leaves little to be desired.

105. Babu Gayanendra Nath Chakravarti, the Inspector of the Science classes writes that Science teachers, being as a rule graduates fresh from College with little or no teaching experience, are not unfrequently apt to encourage *cram* as the surest and easiest means of success at a purely written examination. His periodical inspections are found to be useful in checking this tendency wherever it appears. He observed on his first visit to one of the most successful of the Government High Schools at the previous School Final Examination, that the boys were evidently being coached more with a view to get them through the written examination than taught with any fixed desire to render the study of Science attractive, intelligible and practical. As a matter of fact, teachers cannot as yet, nor until we can employ properly trained men, be left to themselves to teach this subject in their own way; but must be kept on the right track by an annual inspection conducted by some one competent to point out their faults.

The question of replacing Huxley's Introductory Primer by a more suitable book for middle class scholars has been raised by the Inspector, and has been under discussion.

106. *Apparatus.*—Barring chemicals and a few articles of delicate construction, all apparatus continues to be supplied by the Industrial School, Lucknow. Inconvenience is, however, caused by the long delay while the apparatus is being made; and the difficulty might be met, at least to some extent, if endeavours were made to keep one set of instruments ready in stock at the Industrial School.

English Middle Examination.

107. The English Middle Examination is a public examination for the whole of the province. It tests the attainments of pupils two years prior to their appearing at the Entrance Examination, and success in it qualifies them for promotion to the high section. The following table gives the results for each class of school and for each circle:—

Circle.	Class of school.	Number of candidates.	Passed in Division.			Total.	Percentage of passes.
			I.	II.	III.		
First	State	226	8	118	28	154	68
	Aided	459	17	177	35	229	50
	Unaided	13	...	3	3	6	46
	Total	698	25	298	66	389	56
Second	State	280	12	119	20	151	54
	Aided	151	8	57	22	87	58
	Unaided	55	...	16	6	22	40
	Total	486	20	192	48	260	53
Third	State	273	11	85	21	117	43
	Aided	387	6	118	27	151	39
	Unaided	107	3	39	5	47	44
	Total	767	20	242	53	315	41
Fourth	State	209	7	77	23	107	51
	Aided	199	2	49	22	73	37
	Unaided	2	...	...	1	1	50
	Total	410	9	126	46	181	44
Total	State	988	38	399	92	529	54
	Aided	1,196	33	401	106	540	45
	Unaided	177	3	58	15	76	43
	Total	2,361	74	858	213	1,145	48
	Private candidates	568	...	46	15	61	11
	GRAND TOTAL	2,929	74	904	228	1,206	41

There were, in addition to the above, 242 candidates from foreign states, chiefly Rajputana states, of whom 87 passed, with a percentage of 36. The total number of candidates was thus 3,171, and of passes 1,293.

108. The number of candidates from the North-Western Provinces and Oudh last year was 3,145, the largest on record, and 43 per cent. were successful. This year the number has decreased by 216, and only 41 per cent. succeeded in passing. The decrease has been common to all circles except the Fourth (Bareilly), where the number of candidates has risen from 400 to 410. The percentage of passes is better in the first and

second Circles, but not so good as last year in the third and fourth. For the whole province the percentage of passes from State schools remains unaltered; it is lower for aided schools, while unaided schools, not largely represented, show an improvement in this respect. The First and Second Divisions are larger than in the preceding year, showing that those who have passed have done somewhat better than before; the Third Division contains only 228 instead of 368 recorded last year. Thus the reduction of the number passed is due to the rejection of a larger number of weak candidates close to the border line, and not to any general deterioration in the character of the work. Those who have done well have done rather better than in the previous year, those who have done badly slightly worse. A slight fluctuation of the standard for passing might well account for the difference. On a review of the percentages passed for some years past, there appears to be a most satisfactory uniformity in the standard of this examination. This is no doubt due in a great measure to the system under which a Head Examiner in each subject checks the marking of the other Examiners. There can be no objection to a gradual raising of the standard as education progresses, and the result this year seems to indicate a movement in this direction. What is specially harmful to schools is a frequent and sudden and great change of standard, now in one direction and now in the other. The absence of all excessive fluctuations of this kind in the English Middle examination is a high tribute to the care with which the work is done by the Examiners and supervised by Doctor Thibaut, the Registrar of the Examination.

109. A new departure has been made in the year under report, by the introduction of a bifurcation of studies for this examination, similar to that which the establishment of the School Final examination has produced in the High Section. There are now three compulsory subjects, *viz.*, English, Mathematics and a Vernacular language. Each candidate has further the option of taking up *either* Indian History, Geography and Sanitation *or* Elementary Science and Physical and General Geography; and must also take up one of the three following so-called optional subjects:—Classical language, Drawing, Book-keeping. Science and elementary Geography were taken this year by 132 candidates only, against 3,039 taking History and Geography. Among the three optional subjects the classical language, to which the students are accustomed and for which there is everywhere a sufficient teaching staff, was the favourite subject, 2,540 students taking up Persian, only 13 Arabic, and 557 Sanskrit. Drawing was taken up by 39 students and Book-keeping by 22.

110. The following table is drawn up in a modified form in place of that hitherto adopted, in conformity with the new requirements above alluded to. It exhibits the percentages of success in the various subjects of the examination.

Class of school.	1895.							1894.			
	English.	Mathematics.	History, Geography or Science.	Vernacular.	Classical Language.	Drawing.	Book-keeping.	English.	Mathematics.	Second Language or Drawing.	History, Geography and Sanitation.
State	60	83	65	84	82	93	100	62	73	76	69
Aided	54	77	59	77	77	94	57	59	70	73	62
Unaided... ...	46	68	50	75	75	100	...	42	56	60	44
Private Candidates ...	21	47	23	60	59	...	50	21	38	42	23

111. It is clear that the slight hardening of the standard has taken place chiefly in English. This is in harmony, as it should be, with the stricter requirements of the University in the higher examinations. In order to meet those requirements the teaching of English needs to be improved from the bottom upwards. The results in History and Geography, with Science as an alternative, are not so good as last year. This marks a deterioration in History and Geography, since the number of candidates who took up Science was too small to affect the percentage appreciably. In all other subjects the candidates did well, and there was a decided improvement in Mathematics. Those who were examined in the new subjects have given a good account of themselves.

112. The following list contains the names of the schools that specially distinguished themselves in the examination :—

Number.	Name of school.	Number of candidates.	Passed in Division			Total number of passes.	Percentage of passes.
			I.	II.	III.		
	Government.						
1	Lakhimpur Government High School ...	18	2	13	1	16	89
2	Hardoi ditto ditto ...	17	2	12	1	15	88
3	Partábgarh ditto ditto ...	16	2	10	2	14	88
4	Bilgram, Hardoi, Government Middle School.	7	...	5	1	6	86
5	Muzaffarnagar Government High School	20	1	16	...	17	85
6	Etah Government Middle School ...	13	...	10	1	11	85
7	Bijnor Government High School ...	16	3	9	1	13	81
8	Cawnpore Government High School ...	37	2	22	5	29	78
	Total ...	144	12	97	12	121	84
	Aided.						
9	Jalaun, High School, Orai	11	4	5	2	11	100
10	Farukhabad, Middle School, Kanauj ...	6	2	4	...	6	100
11	Muttra, American Mission Middle School	6	...	5	1	6	100
12	Sháhjahánpur, Mission School ...	9	1	6	1	8	89
13	Saháranpur, Orman School, Rurki ...	8	...	7	...	7	88
14	Meerut, Collegiate School	26	2	14	5	21	81
15	Budáun, Mission School	10	...	7	1	8	80
16	Lucknow, Middle School, Kakori ...	5	...	2	2	4	80
17	Jhánsi City High School	27	4	13	4	21	78
	Total ...	108	13	63	16	92	85
	Unaided.	*Nil.*					

113. A comparison with the corresponding list last year shows that the Government schools at Bijnor and Etah, and the Aided schools at Orai, Sháhjahánpur and Rurki, have won the distinction of honourable mention two years in succession. It is to be noticed that these select schools that do well pass but few of their candidates in the Third Division. It is more difficult for the larger schools with their large classes to obtain very high percentages, and the success of the Cawnpore Government School, the Collegiate School, Meerut, and the city High School, Jhánsi, is therefore the more creditable. The Allahabad High School passed 14 out of 66. The number of candidates from the Benares Collegiate School has been steadily falling during the last four years from 99 to 66; 31 of the 66 passed, which is an improvement on last year. The Agra Collegiate School has passed 22 out of 55; the Jubilee High School, Lucknow, 24 out of 49; and the Bareilly Collegiate School 32 out of 65.

114. The following schools are selected for unenviable mention as showing the most unsatisfactory results :—

Serial No.	Name of school.	Number of candidates.	Passed in Division			Total number of passes.	Percentage of passes.
			I.	II.	III.		
	Government.						
1	Allahabad Government High School ...	66	1	12	1	14	21
	Aided.						
2	Sitápur, Colvin School, Mahmudabad ...	4	...	1	...	1	25
3	Ghazipur, Victoria School ...	26	1	3	2	6	23
4	Ditto Chashmai Rahmat School ...	15	...	3	...	3	20
5	Sitápur, Mission School, Thomsonganj ...	5	...	1	...	1	20
6	Bareilly Mission School ...	17	...	2	...	2	12
7	Mirzarpur, Mission School, Chunar ...	9	...	1	...	1	11
8	Garhwál, Mission School, Pauri ...	13	...	...	1	1	8
9	Aligarh, M. A.-O. Collegiate School ...	18	...	1	...	1	6
10	Agra, Baptist Mission School ...	7	...	...	...	...	...
11	Jalaun, Municipal School, Kunch ...	6	...	...	...	...	...
12	Allahabad, Rafai' am School, Kara ...	8	...	...	...	...	...
	Total ...	128	1	12	3	16	13
	Unaided.						
13	Benares, Hanuman Seminary ...	8	...	2	...	2	25
14	Ballia, Town School	28	...	4	2	6	21
15	Lucknow, Madrasa Alia Islamia ...	12	...	1	1	2	17
16	Gorakhpur, Branch School, Alinagar ...	15	...	2	...	2	13
17	Fyzabad, Forbes School ...	15	...	...	1	1	7
	Total ...	78	...	9	4	13	17

115. The list this year includes one Government High School, *viz.*, at Allahabad, which only passes 14 out of 66. The Muhammadan Anglo-Oriental Collegiate School, Aligarh, passes only one out of 18, a startling result. The following schools also figured in the list for last year, as well as in this year's list ;—

Aided schools ;—	Baptist Mission School, Agra.
	Rafa-i'-am School, Kara, Allahabad.
	Chashma-i Rahmat School, Ghazipur.
	Mission School, Bareilly.
Unaided Schools :—	Hanuman Seminary, Benares.
	Town School, Ballia.
	Madrasa Alia Islamia, Lucknow.
	Forbes School, Fyzabad.

Schools which appear year after year as doing exceptionally badly must need some radical changes in their management or their staff ; and in fact their names are mentioned chiefly to bring home to them their short-comings with a view to their being remedied. One school during the year deserves great credit for having so much profited by the hint thus given as to raise itself during the year from a place in this list to a place of honour in the list of schools that have most distinguished themselves ; I refer to the Middle School, Kakori, Lucknow.

116. The case of an attempt to pass this examination by fraudulent means in 1894, made by the pupil of a school in Lucknow, has led to the prosecution of the persons implicated, and the student on whose behalf an exchange of covers of answer books was effected was sentenced by the District and Sessions Judge of Lucknow to 14 months' rigorous imprisonment, and on appeal the sentence has been confirmed by the Assistant Judicial Commissioner, Oudh. It is much to be regretted that candidates at these and other examinations are always on the alert to seize any and every opportunity of cheating, and that the risk of being found out is held to be so slight that it does not hold them back. The punishment meted out to the culprit in the instance referred to should, however, have some deterrent effect for the future ; and the case should make local Superintendents more alive to their responsibilities in watching the candidates and taking every precaution to check malpractices. The only way to stop cheating is to make it impossible for candidates to cheat ; and this is the duty of the Superintendents. The Registrar reports that he is not fully convinced that this important matter receives from all Superintendents the amount of attention it requires.

Government Anglo-Vernacular schools.

117. Some further remarks are necessary regarding each class of Anglo-Vernacular Schools, *viz.*, Government, Aided and Unaided.

The changes in the average attendance in different sections of Government Anglo-Vernacular Schools are shown in the subjoined table :—

Year.	Government High Schools, average attendance.						Government Middle Schools, average attendance				
	Number of Schools.	High Section.	Middle Section.	Upper Primary Section.	Lower Primary Section.	Total.	Number of Schools.	Middle Section.	Upper Primary Section.	Lower Primary Section.	Total.
1895	33	1,042	1,790	1,653	1,194	5,679	5	97	85	181	363
1894	33	956	1,779	1,619	1,195	5,549	5	93	107	174	374

There is no change in the number of schools. The average attendance in all sections of High Schools has increased, except in the Lower Primary, where it is practically stationary. There is a decrease in the Upper Primary Section of Middle Schools. The resulting change is small, but in the right direction, being an increase of 119.

118. The expenditure on the above schools, and the cost to Government per scholar are shown for the last two years in the following table :—

Year.	Average monthly number on the rolls during the year.	Expenditure from			Total.	Cost to Government per scholar.
		Public funds.	Fees.	Other sources.		
		Rs.	Rs.	Rs.	Rs.	Rs.
1895	7,120	1,65,883	98,808	7,424	2,72,115	23·3
1894	7,213	1,58,800	1,02,499	5,237	2,66,536	22·0

119. Although there has been an increase in the average attendance, the above figures show that there has been a decrease in the average monthly number on the rolls. Hence the fee income has fallen off. This has occasioned a corresponding rise in the expenditure from public funds. The expenditure from public funds has further been increased owing to the opening of Drawing and Science classes in certain schools, and to the expenditure on account of the new school at Bilgram, in the Hardoi District, being for the full twelve months, instead of for eight months only, as last year. The contributions from "Other sources," for prizes and for the encouragement of physical exercises, show a large increase. The general result is that the average expenditure per student is Rs. 38-2 per annum, towards which Government contributes Rs. 23-3 or 61 per cent.; while Rs. 13·9 or about 36 3 per cent. is derived from fees. The average annual fee per scholar has fallen from Rs. 14·2 to Rs. 13·9. The increase in the average attendance from 82 to close upon 85 per cent. of the number enrolled is a satisfactory feature of the year's record.

120. The statistics of the average monthly enrolment and of the fee income in each of the circles for the last two years are given in the annexed table ;—

Circle.	State Anglo-Vernacular Secondary Schools, 1894-95.			State Anglo-Vernacular Secondary Schools, 1893-94.		
	Number of Schools.	Average monthly number of scholars on the rolls.	Fee income.	Number of Schools.	Average monthly number of scholars on the rolls.	Fee income.
			Rs.			Rs.
First	12	1,664	22,107	12	1,692	23,645
Second	12	1,800	22,235	12	1,856	22,917
Third	7	1,986	31,158	7	2,077	33,154
Fourth	7	1,670	23,308	7	1,588	22,783
Total ...	38	7,120	98,808	38	7,213	1,02,499

The number of scholars on the rolls has fallen in every circle except the fourth, and the fee income has correspondingly changed in each case.

121. The following table, compiled from that given on page 109 of the last Quinquennial Report on the Progress of Education in India, shows that, in comparison with the other large Provinces, English education is conspicuously cheap in the North-Western Provinces and Oudh. The first column of figures gives the percentage of the expenditure on English Secondary Schools for boys which falls on the public funds, including Provincial, Local and Municipal; the second column shows the percentage of this expenditure met by fees :—

Expenditure on English Secondary Schools for Boys.

	Percentage borne by public funds.	*Percentage met by fees.*
Madras	22·7	51
Bombay...	24·5	48·2
Bengal	18·7	58·3
North-Western Provinces	41	39·3

The balance of expenditure is met from other sources. Thus while in Madras, Bombay and Bengal the expenditure on these schools from fees is from two to over three times that from public funds, in the North-Western Provinces and Oudh the expenditure from fees is actually less than that from public funds. Hence very much less can be done educationally for the same expenditure of public money here than elsewhere.

122. For reasons similar to those which made it desirable to raise the fee rates for colleges it has been found expedient to adopt a similar measure with regard to Anglo-Vernacular Schools, both Government and Aided ; the object is to raise the fees gradually till they reach the rates prevalent in other parts of India, with a view to making English education more nearly self-supporting, to offering special advantages and therefore a special stimulus to private enterprise, and to obtaining funds for the improvement and extension of education. It is also to be hoped that those who pay higher for an English education for their sons will be more interested in seeing that they are provided with something which is good and worth their money, and that they will not easily tolerate irregularity in attendance on the part of those who are under their control. In regard to both these points a healthier state of public opinion needs to be developed, and the payment of fees on a more reasonable scale may well help this way, for what is lightly come by is apt to be lightly valued. One or two Anglo-Vernacular Schools

in poor localities have had to be closed or converted into Vernacular Schools owing to the introduction of the higher rates ; but a Vernacular education, which is of course much more cheaply provided, and more within their means, is more appropriate for poor boys of average ability. If they possess superior ability, there are numerous scholarships available by means of which they may ascend to the highest University education provided in the provinces.

123. The following table gives the number of Hindus and Muhammadans in the various sections of the Government Anglo-Vernacular schools.

	Lower Primary.	Upper Primary.	Middle.	High.	Total.
Hindus	1,269	1,598	1,689	984	6,540
Muhammadans	407	462	467	230	1,566

The number of Hindus has increased by 5, and of Muhammadans by 107 during the year. The latter increase occurs in every section, but more particularly in the High Department, where the increase is from 173 to 230, or nearly 33 per cent. It is to be hoped that this is a slight indication that the Muhammadan population is more generally beginning to see that higher English education is worth having, in fact that it is a necessity of the times for their community as much as for others.

124 The following statement of the castes of candidates who passed the last English Middle Examination is interesting :—

Kayasth	403	Chattri	61
Brahman	300	Khatrya	47
Muhammadan	251	Christians	21
Baniyas	134	Others	81

The preponderance of Kayasths is very marked. They set an example to other castes in their eagerness for education. No doubt they are attracted by the good things in prospect for those who pass this and the higher examinations ; but so also are the others in their degree. As was remarked last year the Kayasths numbered only 514,327 at the last census, while there were 4,744,840 Brahmans, and 6,346,651 Muhammadans.

125. *Second and Fourth class examinations.*—A written examination of these classes for all the schools of a circle in common is held at the close of every year, by Examiners appointed by the Inspector. Thus the work of the various schools at these stages intermediate to the provincial examinations is compared, and in addition the promotion of scholars is made to depend upon their success in this examination. Experience in examinations is acquired, and at the same time the scholars no doubt get practice in the use of unfair means, to which they might not be so powerfully tempted if less importance were attached to this ordeal, or if each school were examined separately. Mr. Boutflower, Inspector of the Fourth Circle reports as follows:— "I regret to have to inform you that I have been obliged to cancel the circle examination of classes II and IV. A few of the questions that were to be set to class II, and nearly all those which were to be set to class IV were divulged before the examinations. I have been unable to discover the perpetrators of this dishonesty. As I am away from Bareilly during the latter part of March and the whole of April, the superintendence of this examination is undertaken by the Headmasters of the Zila Schools in rotation. This plan was instituted by Mr. Dodd, and I have not altered it. This year the Headmaster of the Moradabad School superintended the setting of the questions for class II, and the Headmaster of Sháhjahánpur those for class IV. The last named gentleman has assured me that as the papers were made over to him he locked them up in a box, the key of which he kept on his watch chain. It is quite possible that the key may have been abstracted when he was asleep, or the lock may have been picked. As regards the papers of the 2nd class it seems to be more likely that the boys of the Moradabad School guessed that certain questions would probably be set, and guessed correctly. I had no alternative but to cancel the examinations, and order the Headmasters to examine their own pupils when the schools assembled in July. Fortunately these examinations are not of much consequence, and in my opinion might with advantage be dispensed with. The Inspector can examine the second and fourth classes during his cold weather tour to test the character of the teaching, and it would be better for Headmasters to examine them at the end of the school year in order that they may ascertain more accurately how their subordinates are doing their work."

126. It appears that my predecessor and some at least of the other Inspectors have attached greater importance to these examinations than Mr. Boutflower does. So long as

the schools are compared, and class promotions determined, by the results, the tendency will be to exaggerate their importance. The suggestion that they should be discontinued is deserving of further consideration, and I shall take the opportunity of consulting other officers of the Department with regard to it. It appears to be rather over-doing our public examinations to make school boys undergo one every year of their school-life, as is now the case. A public examination every second year, with award of certificates to those who pass, would seem to be enough, the annual examinations in intermediate years being left to the Headmasters to conduct. The work of the classes and that of the teachers would still be tested by the Inspector during his annual tour of inspection.

127. The examinations of classes V and VII are those of the Upper and Lower Primary standards respectively, and success in them qualifies boys for promotion to the next higher section of the school course with the wider range of studies there prescribed. The following table gives the results of these two standards for each circle, for the last two years :—

Circle.	1895.						1894.					
	Upper Primary examination.			Lower Primary examination.			Upper Primary examination.			Lower Primary examination.		
	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.
First	259	194	75	243	185	76	246	183	74	253	201	79
Second	302	207	69	42	39	93	344	208	60	115	100	87
Third	261	179	69	164	141	86	244	175	72	189	159	84
Fourth	195	120	62	195	131	67	176	131	74	186	149	80
Total ...	1,017	700	69	644	496	77	1,010	697	69	743	609	82

128. The total numbers show scarcely any change either in the number of candidates or their success at the Upper Primary examination ; but at the Lower Primary there has been a general falling off in both respects, which is common to all the circles, but is particularly marked in the Second Circle, which is besides the only circle presenting and passing a smaller number of candidates for the Upper Primary Standard. The Inspector offers no explanation of this decline, but it may perhaps be due more or less to the transfer of the lowest classes of District Schools to Aided or Unaided Primary Schools in their neighbourhood. There seems to have been a tendency this way for some time past. The public convenience of having several Primary Schools within easier reach of all parts of a town than the Central High or Middle School can be is obvious, and the plan should lead to an increased enrolment in the lower sections, though there may be a loss in the institutions maintained by Government.

129. Mr. Boutflower, Inspector of the Fourth Circle, makes the following remarks on the generally unsatisfactory condition of the lower classes of the schools :—

"The teaching of the lower classes continues to be characterised by the same defects as in former years, and this will continue to be the case until the junior teachers receive some sort of training for their work. But in my opinion it is very doubtful whether the majority of those now employed have sufficient intelligence to profit by the instruction given in a training school. I have been frequently told, and I quite believe it, that they do not understand such simply written books as Hill's Geographies. I am quite sure that there are passages in Nesfield's Readers which are beyond their comprehension. But translations which are invariably learnt by heart are available, and notes in any number. Moreover the pupils have marvellous memories and are actuated by a keen desire to pass their examinations. All this helps to cover the miserable nakedness of the teaching and to ensure a creditable amount of success in the Middle Examination. Those boys who pass as a rule fall into the hands of fairly competent instructors and make satisfactory progress, although complaints are frequent of defective grounding. The subject which is taught best in the lower classes is Arithmetic, and that which fares worst is Geography. As regards Vernacular I have to be guided very much by the views of the Deputy Inspectors, and the opinions of those on whom I place most reliance are unfavourable."

I have myself found the Headmaster of an Aided Anglo-Vernacular School who had studied up to the B. A. standard, and was certified to have excelled in Philosophy, who yet showed the most profound ignorance of a map of the North-Western Provinces and

Oudh. While engaged in teaching he had forgotten all the Geography he had ever learnt. The results of his school were so hopeless all round, that the grant had to be withdrawn and the school closed. I have met another teacher who knew absolutely nothing about the Geography of India, and when he was asked how he managed to teach the subject, explained that he "taught it from the book," as though he had no need to know anything about the subject himself! It is to be hoped that these are exceptional cases.

130. *Branch schools.*—These are to all intents and purposes primary sections to Government Anglo-Vernacular schools, and are managed by the headmasters of the latter. They are, however, kept financially distinct, and receive grants from Government under the Grant-in-aid code. There can be no question of the great advantage of having branch schools located in the different quarters of a large town, where little children can attend them easily, without having to go long distances from their homes to school every day. But the custom is scarcely known in the Third and Fourth circles. In Oudh it is widely prevalent, and to a less extent in the First Circle. In some places there are other aided schools under separate management which relieve the Government school wholly or partly of the work of teaching a lower primary section. In these cases branch schools may be unnecessary; but in other large towns they should always be found.

131. The following table gives the statistics of the branch schools for the last two years:—

Circle.		Number of branch schools.	Enrolment on 31st March 1894 and 1895.					Examination of class VII.	
			Class VII.	Class VIII.	Class IX.	Class X.	Total.	Presented.	Passed.
First ...	1894-95	8	73	163	189	270	695	52	45
	1893-94 ...	7	79	132	145	277	633	76	58
Second	1894-95	20	288	344	355	879	1,866	282	229
	1893-94 ...	20	267	327	412	758	1,764	261	213
Third ...	1894-95	3	18	52	69	101	240	18	18
	1893-94 ...	3	28	54	57	114	253	27	18
Fourth...	1894-95	3	...	45	42	77	164	...	...
	1893-94 ...	3	...	27	49	66	142	...	...
Total ...	1894-95	34	379	604	655	1,327	2,965	352	292
	1893-94 ...	33	374	540	663	1,215	2,792	364	289

132. There is an increase of one in the number of schools, of 173 scholars, and of 3 in the number who passed the examination of class VII. The number of scholars in class VII in the Third Circle rose last year in some unexplained way from 17 to 28; this year it has fallen back to 18. Those enrolled in class VIII in the Fourth Circle fell from 43 to 27, but this year they have risen again to 45. Considering the numbers affected these are large fluctuations; there is nothing to explain them in the Inspectors' Reports.

133. The extent to which the different sources contribute to the expenses of the branch schools is shown in the following table:—

	Public funds.	Municipal funds.	Fees.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.
First Circle	2,320	1,539	2,374	196	6,429
Second „	6,768	3,024	6,245	25	16,062
Third „	837	360	1,260	252	2,709
Fourth „	660	806	542	...	2,008
Total ...	10,585	5,729	10,421	473	27,208

134. The average cost of maintenance of branch schools amounts to Rs. 9-3as. per scholar per annum. Towards this the fees provide Rs. 3-8as. public funds the same, Municipal funds Rs. 2, the small balance being made up from other sources. In the Third Circle the fees average Rs. 5-4as. per annum, which is about what they may be expected to reach in all the circles after the new scale of fees has come fully into operation. The average cost per scholar in the Fourth Circle is Rs. 12-4as., a trifle over a quarter being met by fees; while at two schools, branches of the Government school, Shâhjahânpur, the grant amounts to close upon Rs. 6 per scholar. The increase in the expenditure from public funds is Rs. 2,059, following on an increase of Rs. 3,232 recorded in the previous year. Thus in the course of two years this expenditure has doubled. In the same time the numbers enrolled have increased only from Rs. 2,500 to 2,965, *i.e.*, less than 20 per cent. I believe that the increase of cost is unnecessary, and that it is due to treating these schools as aided schools earning grants under the code larger than are needed for their maintenance; and in fact in some cases more than they have been able to find any way of spending. If the schools were supported entirely by the Municipalities or entirely by Government, their cost would be very much less.

Aided Anglo-Vernacular Secondary Schools.

135. These schools are similar to Government schools in everything except the managing authority; they receive from Government grants towards maintenance, and may also receive grants for building, furniture and apparatus. Their statistics for the last two years are compared in the following table, from which it will be seen that one more school is returned, 55 more scholars in the high section, 134 in the middle, 225 in the upper primary, 252 in the lower primary, and 666 in the total number enrolled:

Year.	Number of aided secondary Anglo-Vernacular schools.	Number of scholars on the rolls on 31st March.				
		High section.	Middle section.	Upper Primary section.	Lower Primary section.	Total.
1895	77	1,156	2,701	2,820	6,687	13,364
1894	76	1,101	2,567	2,595	6,435	12,698

136. The expenditure on Government and Aided Anglo-Vernacular Secondary schools is shown for the purpose of comparison in the following table:—

Class of schools.	Number of schools.	Number of scholars on 31st March 1895.	Expenditure during the year 1894-95.							Incidence of expenditure per scholar.	
			Absolute amount.				Proportions.				
			Public funds.	Fees.	Other sources.	Total.	Public funds.	Fees.	Other sources.	Public funds.	Total expenditure.
			Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
State ...	38	7,131	1,65,883	98,808	7,424	2,72,115	61	36	3	23·3	38·2
Aided ...	77	13,364	1,47,135	1,05,496	80,133	3,32,764	44	32	24	11·0	24·9

The difference between the incidence of total expenditure per scholar in the two kinds of institutions is Rs 13-3, whereas last year it was Rs. 11. The rise in Government schools is due chiefly to the increased expenditure on Science and Drawing classes. Aided schools as a rule pay lower salaries than are paid in Government schools, and hence their lower cost. In this respect it is of course impossible for Government to compete with them. Government schools should command the services of the most competent teachers available, and this can only be done by offering higher salaries than they would get elsewhere.

137. Thirty-eight of the aided schools are under Missionary management; they contain 6,062 pupils, and the expenditure on them and their success in the English Middle and Entrance examinations are shown below. The expenditure from Public and Municipal funds together comes to Rs. 9·7 per scholar, or about Rs. 2·1 per scholar less than for other aided schools; but the total expenditure is above the average. In Mission schools the average fee per scholar is Rs. 7·4; in other aided schools it is Rs. 7·8; in Government schools Rs. 13·8.

Number of schools.	Number of scholars on the rolls on 31st March 1895.	Expenditure.					Results of examinations.					
							Entrance examination.			English Middle Examination.		
		Government grant.	Municipal grant.	Fees.	Other sources.	Total.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
High.		Rs.	Rs.	Rs.	Rs.	Rs.						
19	4,124	44,297	2,394	34,846	40,418	1,21,955	228	79	35	352	146	41
Middle.												
15	1,777	10,275	1,206	9,684	10,911	32,076	...	...	...	124	50	40
Primary.												
4	161	726	...	465	994	2,185	...	...	...	...	...	...
38	6,062	55,298	3,600	44,995	52,323	1,56,216	228	79	35	476	196	41

Aided Anglo-Vernacular Primary Schools.

138. There are 15 Aided Anglo-Vernacular Primary schools, the same number as last year. Some of these are Missionary schools, and serve the purpose of branch schools to secondary schools under the same management. Their roll has fallen from 993 to 858, and there has been a decrease of Rs. 903 in the expenditure on them from public funds, while fees have risen by Rs. 489; the expenditure from other sources has fallen off by Rs. 2,290, a large reduction. These schools are scattered up and down the Province, three being the greatest number found in any single division. The statistics regarding them are given in the following table :—

Circle.	Division.	Number of schools.	On rolls on 31st March.			Result of examinations.		Expenditure.			
			Details.		Total.	Passed upper primary standard.	Passed lower primary standard.	Details.			Total.
			In upper primary section.	In lower primary section.				Public funds.	Fees.	Other sources.	
								Rs.	Rs.	Rs.	Rs.
First ...	Meerut ...	2	...	138	138	...	8	1,809	314	280	2,403
	Agra ...	3	33	176	209	9	15	1,020	783	471	2,274
	Bundelkhand ...	1	3	14	17	3	2	360	46	329	735
	Total ...	6	36	328	364	12	25	3,189	1,143	1,080	5,412
Second...	Western Oudh .	3	28	133	161	11	10	726	465	994	2,185
	Eastern „ ...	...	...	...	...	...	...	...	...	...	...
	Total ...	3	28	133	161	11	10	726	465	994	2,185
Third ...	Allahabad ...	1	...	46	46	...	...	49	37	376	462
	Benares ...	2	21	105	126	6	12	880	506	418	1,804
	Total ...	3	21	151	172	6	12	929	543	794	2,266
Fourth...	Rohilkhand ...	3	12	149	161	2	3	2,076	95	2,762	4,933
	Kumaun ...	...	...	...	...	...	...	...	...	...	...
	Total ...	3	12	149	161	2	3	2,076	95	2,762	4,933
	GRAND TOTAL ...	15	97	761	858	31	50	6,920	2,246	5,630	14,796

Recognised Unaided Schools.

139. Certain unaided schools are recognised by the Department as fit to send up candidates for the English Middle and Entrance examinations. They are schools which are considered to be maintained on a permanent footing and with a competent staff of teachers, and they are required to accept the inter-school rules. They enjoy the privilege of sending in their pupils to the examinations as scholars of the schools, and not as private candidates; their names therefore appear in the examination lists, and their pupils are not required to pay the higher fee required from private candidates, among whom are counted the scholars of unrecognised schools. The following is a list of these schools, with the numbers presented and passed at the two examinations :—

Serial number.	Name of school.	Entrance examination and School Final.			Middle examination.		
		Presented.	Passed.	Percentage.	Presented.	Passed.	Percentage.
	High.						
1	Training School, Dehra Dún	5	...	...	...	...	...
2	Husainabad High School, Lucknow	9	3	33	14	10	71
3	Colvin Talukdárs' School „	1	...	...	...	...	...
4	Madrasa Alia Islamia „	7	...	...	12	2	17
5	Kayasth Patshala, Allahabad	32	14	44	44	28	64
	Total ...	54	17	31	70	40	57
	Middle.						
6	Church Mission Middle School, Ghaziabad	...	...	...	7	4	57
7	Anglo-Vernacular Middle School, Debai	...	...	...	6	2	33
8	Middle School, Aminabad, Lucknow	...	...	...	6	3	50
9	Forbes' School, Fyzabad	...	...	...	15	1	7
10	Ikauna School, Bahraich	...	...	...	2	1	50
11	Rudouli School, Bara Banki	...	...	...	2	2	100
12	Boundi School, Bahraich	...	...	...	4	3	75
13	Gur Narain Khattri School, Cawnpore	...	...	...	12	9	75
14	Town School, Ballia	...	...	...	28	6	21
15	Hanuman Seminary, Benares	...	...	...	8	2	25
16	Private School, Tilhar District, Sháhjahánpur ..	..	...	..	2	1	50
	Total ...	...	...	...	92	34	37
	GRAND TOTAL ...	54	17	31	162	74	46

140. The Entrance results were poor, only two schools passing candidates. The same two schools, *viz.*, the Husainabad High School, Lucknow, and the Kayasth Patshala, Allahabad, distinguished themselves at the Middle Examination; the Gur Narain Khattri School, Cawnpore, also did well, passing 9 boys out of 12. The Kayasth Patshala, Allahabad, was founded by the late Kali Prasad, a successful pleader of Lucknow, chiefly for the benefit of Kayasths; but admission is not restricted to this caste, and about a quarter of those in attendance do not belong to it.

Other Unaided Schools.

141. There are some other private schools in which English is taught, which are not under departmental inspection or recognition; some attempt is, however, made to collect statistics regarding them. They are often small classes sharing the expense of a private tutor. These schools have been hitherto classed as indigenous, but the epithet appears inappropriate to any school in which English is taught. I therefore refer to them here instead. They contain, so far as the returns before the department show, 1,870 pupils, in place of 2,016 returned last year.

CHAPTER VI.—VERNACULAR SCHOOLS FOR BOYS.

SECTION I.—*Government Schools—General.*

142. The greatest part of the educational work of the country is necessarily carried on in the Vernacular languages. The most advanced of the schools which give simply a Vernacular education aim at preparing their pupils for the Vernacular Middle examination. The majority go only part way towards this object, stopping short at earlier stages. Properly there should be (1) Lower Primary schools, consisting of classes V to VIIB., (2) Upper Primary schools, consisting of classes III to VIIB, and (3) Middle schools, containing the full complement of eight classes. But there are many Lower Primary Schools with one Upper Primary class added, and there are Upper Primary Schools with one Middle class added. These additional classes, belonging to a section beyond that for which provision is made in the school, are objec-

tionable. One teacher is required for a Lower Primary school, and two for an Upper Primary. If the single teacher employed in a Lower Primary school is permitted to open a class IV and to enter one or two of his sharpest boys as attending it, he is sure to neglect his proper work for the sake of the honour and glory which he expects to win from the success of these show pupils. A class IV should not as a rule be opened unless an assistant teacher is appointed; and in that case sufficient provision is made for class III as well, and the school should be classed as Upper Primary. Similarly one class of the Middle section should not be added to an Upper Primary school; but if a change is desired the school should be raised to the next stage, *i. e.*, the Middle, the staff being at the same time suitably strengthened. I received an application a few months ago to raise an Upper Primary school to the Middle grade allowing the headmaster Rs. 10 per mensem, and his three assistants Rs. 5, Rs. 4 and Rs. 4 respectively. It is needless to remark that education cannot flourish if the teaching is entrusted to men who can be attracted by such coolie's wages as these. In the case referred to I was unable to sanction the change of status of the school until it could be carried out on more reasonable lines, and with salaries suitable for fairly competent teachers; with the proposals as submitted it was only too evident that the primary classes would suffer considerably by the change. But in raising the status of a school the interests of the primary classes are quite as deserving of attention as those of the few boys who are admitted to the middle section. With complete and satisfactory provision for teaching throughout, and with the certainty of a sufficient number of boys ready to read in the upper classes to make it worth while incurring the extra expense, there can be no objection to raising the status of any number of village schools from the upper primary to the middle grade.

143. The statistics of Government Vernacular schools for the last two years are given in the following table :—

Circle.	Division.	Year	Number of Schools.	Number of scholars on the rolls on 31st March 1895.			
				Middle section.	Upper Primary section.	Lower Primary section.	Total.
First ...	Meerut	1894-95	580	1,045	4,741	18,280	24,066
		1893-94	582	969	4,266	18,682	23,917
	Agra	1894-95	580	555	3,711	19,069	23,335
		1893-94	573	561	3,703	18,883	23,147
	Bundelkhand ...	1894-95	362	277	1,824	10,021	12,122
		1893-94	364	283	1,813	10,847	12,943
	Total ...	1894-95	1,522	1,877	10,276	47,370	59,523
		1893-94	1,519	1,816	9,782	48,412	60,010
Second...	Western Oudh ...	1894-95	466	628	4,757	15,847	21,232
		1893-94	460	695	4,186	16,138	21,019
	Eastern ,, ...	1894-95	473	447	4,925	17,836	23,208
		1893-94	472	457	4,899	17,974	23,330
	Total ...	1894-95	939	1,075	9,682	33,683	44,440
		1893-94	932	1,152	9,085	34,112	44,349
Third ...	Allahabad ...	1894-95	554	797	3,555	18,176	22,528
		1893-94	566	946	3,499	18,693	23,138
	Benares ...	1894-95	620	1,027	4,291	21,801	27,119
		1893-94	625	1,137	4,313	23,987	29,437
	Total ...	1894-95	1,174	1,824	7,846	39,977	49,647
		1893-94	1,191	2,083	7,812	42 680	52,575
Fourth...	Rohilkhand ...	1894-95	479	1,016	4,319	16,985	22,320
		1893-94	488	1,012	4,103	17,018	22,133
	Kumaun ...	1894-95	192	113	1,028	6,106	7,247
		1893-94	166	63	662	6,036	6,761
	Total ...	1894-95	671	1,129	5,347	23,091	29,567
		1893-94	654	1,075	4,765	23,054	28,894
	GRAND TOTAL ...	1894-95	4,306	5,905	33,151	144,121	1,83,177
		1893 94	4,296	6,126	31,444	148,258	1,85,828

144. The number of schools shows an increase in every circle except the Third, where there is a falling off of 17. The Middle section shows a decrease of 221 scholars, traceable to the Second and Third Circles. In the Upper primary there is an increase of 1707, shared by all the circles. In the Lower Primary there is a large decrease of 4,137, towards which the First Circle contributes 1,042, the Second Circle 429, the Third Circle 2,703; in the Fourth Circle the numbers remain almost stationary. The total enrolment on March 31st, shows a decline of 2,651; this has taken place owing to the low numbers in the Third Circle, and particularly in the Benares Division, and most of it in the Lower Primary section. Unless the numbers attending the Lower Primary section are kept up, the stream is as it were cut off at the source, and in successive years all the other sections are sure to suffer likewise.

SECTION II.—*Middle Schools: The Middle Vernacular Examination.*

145. The highest examination open to Vernacular Schools is the Vernacular Middle examination held now in the month of December, as this date is in some respects more convenient than April, when the examination was formerly held. There is one inconvenience in holding the examination in December, *viz.*, that for those boys who wish to go on to the study of English there is an enforced interval of six months before they can join an Anglo-Vernacular School, as the School year for these Schools does not begin till July 1st.

146. The results of the examination for the last two years are shown below :—

Class of schools.	1894-1895.						1893-1894.					
	Number of candidates.	Passed in Division—			Total.	Percentage of passes.	Number of candidates.	Passed in Division—			Total.	Percentage of passes.
		I.	II.	III.				I.	II.	III.		
State ..	2,545	417	786	162	1,365	54	2,393	380	875	266	1,521	64
Aided ...	122	4	18	4	26	21	143	7	33	17	57	40
Unaided ...	1,078	24	110	66	200	19	1,223	33	131	92	256	21
Total ...	3,745	445	914	232	1,591	42	3,759	420	1,039	375	1,834	49

147. The number of candidates remains nearly stationary on the whole, though there has been an increase in those from State schools, and a decrease in those from Unaided schools. There is, however, a considerable falling off, amounting to 243 or over 13 per cent., in the number who have passed. This is attributed to irregular work owing to the unhealthiness of the year, and the interruptions caused by heavy rains; and also in part to the change in the nature of the questions set in Arithmetic and Mensuration. The time for preparation was also shorter than usual, as the examination took place earlier under the new code than in former years.

148. There were 11 cases of expulsion from the examination for using unfair means, as against 10 in 1893.

149. The success in State schools is, as it should be, considerably higher than in other institutions. As regards State schools, the Agra Division passes 71 per cent. of its candidates, the Rohilkhand Division 70 per cent.; while Western Oudh, Meerut and Kumaun stand at the bottom of the list with percentages of 43, 42 and 24 respectively. There ought not to be these great differences in the different Divisions. The Government school at Kheri appears to be going from bad to worse; last year it was conspicuous for its poor success, this year it has done still worse, passing only 4 boys out of 42. This is discreditable, and it will be still more so if steps are not taken by the District Board to improve matters. No other school has met with anything like such a disaster. Aided schools have all done badly with the single exception of the school at Sherkot, Bijnor District, which passed 4 boys out of 5.

150. The percentage of success in each class of school for the last five years is shown in the accompanying table, which indicates a hardening of the standard which has affected schools of all kinds. Hitherto there has been a remarkable uniformity from year to year :—

Class of schools.	Percentage in 1891.	Percentage in 1892.	Percentage in 1893.	Percentage in 1894.	Percentage in 1895.	Average of 5 years.
State	64	60	64	64	54	61
Aided	41	32	44	40	21	36
Unaided	21	19	22	21	19	20

151. The number of candidates taking up Urdu and Hindi as their Vernacular is given in the following statement :—

	Total candidates.	Took up Urdu.			Took up Hindi.		
		Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
1894-95 ...	3,745 ...	2,931	1205	41	814	386	47
1893-94 ...	3,759 ...	2,967	1,428	48	792	406	51

152. For some years past 78 per cent. have, year after year, taken up Urdu, and 22 per cent. Hindi. The greater popularity of Urdu is due to its being the language of the Courts. For the ordinary intercourse of life there is only one spoken language; but there are two sets of characters used, *viz.*, the Persian for Urdu, and the Devanagri for Hindi, and when writers happen to think of the claims of their chosen form of the vernacular they are apt to exaggerate any possible differences in vocabulary by the use of words derived in the one case from Persian or Arabic, and in the other from Sanskrit. It would be an advantage to the people, and a help educationally, if there were one nation and one language; but the jealousies that unfortunately exist between different sections of the community tend to make them short-sighted and eager to maintain and magnify differences which were best minimised or even forgotten. The necessity for teaching two sets of written characters would be a small matter, if only there were a desire for greater uniformity, rather than the reverse, with regard to vocabulary. Greater union is not an unreasonable or impossible aim; but to be successful it needs the co-operation of all parties.

153. The annexed table gives the percentage of the candidates who have passed in the four main subjects of the examination, of which three, *viz.*, Language (a vernacular), Mathematics and History and Geography are compulsory.

Class of Schools.	1894-95.				1893-94.			
	Language.	Mathematics.	History and Geography.	Science.	Language.	Mathematics.	History and Geography.	Science.
State	95	76	78	74	90	77	87	88
Aided	93	62	56	33	81	55	75	85
Unaided	84	42	40	36	71	35	55	52

154. The examination in the Vernacular language appears to have been even easier than in previous years. In Mathematics the success is much the same as last year, in History and Geography somewhat less, and in Science much less. Geometrical Drawing appears as a subject at this examination now for the first time. There were only two candidates who took it up, *viz.*, at the Gorakhpur centre, and both passed in it. *Science* is, for this examination, a matter of book learning, without experiments or apparatus. The study of it thus does not differ in kind from the study of History. There can be no science teaching worthy of the name without apparatus and experiments; and the attempt is an educational defect, rather than a thing to take credit for.

The Chairman, District Board, Jalaun, writes as follows :—

"The Board note the remark of Deputy Inspector that the failures were chiefly in Urdu and Arithmetic, and would like to put it on record that these are just the subjects which they consider should be most attended to, and they are glad that the standard required is high."

155. Scholarships are awarded to the first forty successful candidates at the Vernacular Middle Examination, if otherwise qualified by age and residence, to enable them to continue their studies in Anglo-Vernacular schools. Hitherto these have been of the value of Rs. 3 per mensem, and they have been tenable for 4 years, or until the scholar passed the English Middle Examination. On entering an Anglo-Vernacular school these scholars, who had gone through the Vernacular Middle course with exceptional credit, were set to learn English with the lowest classes, consisting of little boys beginning their education; they naturally made greater progress than their classmates, and provision was made for their promotion as soon as they were fit for it. But no special arrangements were made for this select and important class of boys, and

they were left to take their chance as best they could under a system planned for the benefit of boys who join Anglo-Vernacular schools from the first. For the sake of these scholarship holders, and others who join Anglo-Vernacular schools after passing the Vernacular Middle Examination, special English classes have been opened in a few Government High Schools, and three years, if not two, will be all that will be required to prepare them for the English Middle Examination, instead of four years hitherto generally found necessary. In consideration of the fact that the next stage to the Middle is the Entrance, it has been decided to make the scholarships tenable for five years instead of four, on condition of the scholar passing the English Middle Examination by the end of the third year and studying for the Entrance by the end of the fifth year. The value of the scholarships during the two years in which they may be held in the high section will be raised to Rs. 4 per mensem, making them equal to other Government Scholarships tenable in the same classes. As the period of the scholarships is extended, and their value increased, and as a year is saved in preparation for the English Middle and a clear course is provided up to the Entrance Examination, while systematic teaching in English is supplied for three years at the commencement of the study of the language, it is hoped that the change will be appreciated as a boon by those in whose behalf it has been made, and that educationally it may lead to improved results.

156. The expenditure on state schools of the Vernacular Middle grade for the last two years was as follows :—

Years.	Number of Schools.	Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.
			Public funds.	Fees.	Other sources.	Total.	
			Rs.	Rs.	Rs.	Rs.	Rs.
1894-95	293	29,160	149,630	44,966	384	1,94,980	6·7
1893-94	305	29,507	149,628	42,790	407	1,92,825	6·5

157. These schools average just under one hundred scholars each. The cost per scholar amounts to Rs. 6-11as. per annum of which Rs. 5-2as. is met from public funds and Rs. 1-8as. by fees. It appears from page 112 of the last Quinquennial Review that in Bengal the fees in Secondary Vernacular schools (including Aided schools, of which there are but few in the North-Western Provinces and Oudh), exceed the whole expenditure on them from Provincial Revenues, and from Local and Municipal funds. For the whole of India about 30 per cent. of the expenditure is met from the fee income. I shall refer to this again after noting the fees paid in primary schools.

158. The statistics of State Vernacular Middle Schools, as distributed among the different Circles and Divisions, are here appended :—

Circle.	Division.	Number of Schools.		Number of scholars on the rolls on 31st March.		Fee income.	
		1895.	1894.	1895.	1894.	1895.	1894.
						Rs.	Rs.
First ...	Meerut	46	48	4,915	4,849	9,845	9,023
	Agra	35	36	4,046	4,138	6,490	6,418
	Bundelkhand	27	29	2,320	2,515	2,137	2,239
	Total ...	108	113	11,281	11,502	18,472	17,680
Second ...	Western Oudh ...	35	35	3,720	3,783	6,175	6,094
	Eastern „	19	19	2,132	2,184	3,440	3,468
	Total ...	54	54	5,852	5,967	9,615	9,562
Third ...	Allahabad	39	41	3,362	3,594	4 848	4,111
	Benares	48	52	4,104	4,702	3,819	3,447
	Total ...	87	93	7,466	8,296	8,667	7,558
Fourth ...	Rohilkhand	40	41	4,948	4,786	8,034	7,832
	Kumáun	4	4	248	195	178	158
	Total ...	44	45	5,196	4,981	8,212	7,990
	GRAND TOTAL ...	293	305	29,795	30,746	44,936	42,790

159. As already seen, there has been a decrease of 12 schools. This is due to the reduction of certain village schools from the middle to the primary grade. At the same time the number of scholars has fallen back, and lost most of the gain which was recorded last year. The only circle where there is an increase in numbers is the Fourth. The fee income shows an increase in every circle; it averages Rs. 1·6 per annum for each student in the First, Second and Fourth Circles, Rs 1·4 in the Allahabad Division of the Third Circle, and only 15 annas in the Benares Division. It will be noticed that the greatest falling off in numbers is in the Division where the fees are lowest; as a matter of fact the small fees that are charged cannot much affect the popularity of vernacular education.

160. In the Meerut Division the decrease of two schools is due to the abolition of the middle sections from two village schools, where they were overgrowths and stood in the way of legitimate work. Two more such middle sections are said to be in a moribund condition, and the officiating Inspector expresses the hope that other similar schools will gradually sink to their natural level. Even the buildings provided for these schools vary greatly in their suitableness. For instance at Saháranpur the school is held in an ill-ventilated hired dwelling house, whereas a splendid building is provided at Deoband, which is a subordinate Municipality.

161. The decrease in numbers in Oudh is ascribed to the general unhealthiness of the year under report, and to the heavy rains. Likewise in the Allahabad Division the prevalence of cholera and the abnormal rainfall interfered considerably with school work. The Assistant Inspector of the Benares Division also reports that some of the districts suffered much by cholera, fever and unusual inundations which chiefly contributed to the decrease in roll numbers. He observes that there has been hardly any improvement in the staff of Town Schools, *i.e.*, Middle Schools, and many of them are worked by an insufficient number of teachers; the number of Middle Village Schools in this Division has further been reduced from 21 to 16, as they had an inadequate staff for teaching a middle in addition to the primary sections. The proper course is either to reduce them, or else to provide them with a sufficient staff of teachers to carry them on as Middle schools; but the latter plan is generally not to be recommended when the numbers in the middle section are as small as they are usually found to be.

162. Coming now to the educational results of each Circle and Division as tested by the Middle Vernacular Examination, the following table exhibits the numbers examined and passed, and the Division in which they passed, for two years:—

Circle.	Division.	1894-95.						1893-94.					
		Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.	Number of candidates.	Passed in Division— I.	II.	III.	Total.	Percentage of passes.
First ...	Meerut ...	436	53	111	17	181	42	388	77	154	29	260	67
	Agra ...	336	76	139	22	237	71	329	36	128	40	204	62
	Bundelkhand ...	103	18	41	4	63	61	108	18	40	11	69	64
	Total ...	875	147	291	43	481	55	825	131	322	80	533	65
Second ...	Western Oudh ...	331	38	81	23	142	43	329	35	107	36	178	54
	Eastern „ ...	188	32	52	17	101	54	191	12	57	31	100	52
	Total ...	519	70	133	40	243	47	520	47	164	67	278	53
Third ...	Allahabad ...	411	82	113	25	220	54	316	47	129	44	220	70
	Benares ...	360	34	110	29	173	48	372	45	145	54	244	66
	Total ...	771	116	223	54	393	51	688	92	274	98	464	67
Fourth ...	Rohilkhand ...	343	84	134	21	239	70	332	110	105	16	231	70
	Kumaun ...	37	...	5	4	9	24	28	...	10	5	15	54
	Total ...	380	84	139	25	248	65	360	110	115	21	246	68
	GRAND TOTAL ...	2,545	417	786	162	1,365	54	2,393	380	875	266	1,521	64

163. *First Circle.*—A noticeable feature of the results is the remarkable fall in pass percentage in the Meerut division, which has been accustomed to fare well in this examination. The Assistant Inspector says that the best districts and schools came out worst, while some of the worst did very well, and gives some instances to support his statement. But he points out certain defects in the conduct of the monthly examinations of the schools, and one or two changes in the rules of the middle examination itself, which may account largely for the reverse met with by the schools of the division. The Aligarh district alone escaped the general calamity; it passed more students than in the year before, the percentage of passes rose from 64 to 67, and 4 of the successful candidates secured places in the first sixty. The Agra division does well; the Etáwah district takes the lead with 48 successful candidates, or 83 per cent. of the number presented; Etah comes next with 77 per cent. against 69 per cent. in the preceding year. In the Bundelkhand division Jalaun heads the list, and is reported to be the best managed and most successful district in the division.

164. *Second Circle.*—As regards numbers, the results in the Eastern districts of Oudh have been much the same as in the previous year, but there has been an improvement in the quality of the results. The Sultánpur, Rae Bareli and Partábgarh districts have done best, having passed respectively 77, 76 and 74 per cent. of their students. The Bahraich district has a very poor result to record, having succeeded in passing only 22 per cent. of its students. The schools that have distinguished themselves most are Jagdishpur in the Sultánpur district, and Inhauna and Behta Kalan in the Rae Bareli district. In the Western Division there has apparently been a great deterioration. After making allowance for the prevalence of cholera and fever, and the extensive rains, which no doubt checked the progress of education in some districts, it must be admitted that the results are very unsatisfactory. The Assistant Inspector has put his finger on a weak spot in attributing the failure of this and the previous years to the want of proper grounding in mathematics, in which subject no less than 111 candidates failed; but nearly as many failed in History and Geography and in Science, showing that the work of the schools is poor throughout. The Assistant Inspector reports that at the Centre Examinations which he conducted, very few, if any boys could point out places on the map, from which it is clear that maps are not used, as they should be, in teaching the subject. Kheri has for two years running occupied the last place in the division, and in the province.

165 *Third Circle* —In the Allahabad Division the number of candidates shows an increase, but the percentage of passes the former has fallen from 70 to 54. A comparatively higher number of examinees was placed in the First Division. The Cawnpore district stands first among the districts of this division, passing 73 per cent. of its candidates; the Inspector speaks highly of the work of the Deputy Inspector, Pandit Murli Dhar. In the Benares Division the number of passes has fallen from 244 to 173, and the percentage of passes from 66 to 48. The greatest number of failures was in Science; it is feared that the majority of town school teachers have shown themselves incapable of teaching this subject, and besides, as in other divisions, they are not provided with apparatus, and have merely the text-book to rely upon. Of the various districts in this division Azamgarh did best, passing 46 boys with a percentage of 65. In Ballia there was a good deal of cholera: four middle class students fell victims to this disease, and many were obliged to stay away from school for a long time. Basti appears as the worst district in the division. Benares only just ranks above it. The Middle Village schools of the Benares district have done badly, but this is nothing new; from what has already been stated about such schools it will be evident that they are not planned to succeed.

166. *Fourth Circle.*—The Rohilkhand Division has again maintained its high position. The number of candidates has risen slightly, and the percentage of passes remains the same; of the successful candidates 35 per cent. passed in the First Division, and in this respect Rohilkhand ranks second only to the Allahabad division, which, however, it far excels in the percentage passed. The Assistant Inspector, Shekh Ebadulla, and four of his six Deputy Inspectors, are entitled to the credit of this success. The results in Budaun and Sháhjáhánpur were the least satisfactory in the division. In Bijnor, Pilibhit and Bareilly the percentages of passes rose to 82, 84 and 80 respectively, while in Bijnor all but two of the 46 successful candidates passed in the First Division. The Kumaun division is the most backward in the provinces, and has been even less successful than in previous years.

167. The next statement shows the numbers enrolled in each section of state middle schools during the last two years. It appears that there has been a diminution of 218 in the middle section. In the First and Fourth circles there has been an increase of 62 and 53 respectively, more than counterbalanced by a decrease of 82 and 251 in the second and Third Circles respectively. The upper primary section has increased in every circle, though there is a slight decrease in the Agra and Benares divisions. In the Lower Primary Section the Fourth Circle is the only one showing an increase; elsewhere the decrease is common to every division. It may here be again noted that the Lower Primary

Section consists of the 4 lowest classes, the upper primary of the two next higher classes, and the middle of the two highest classes. The percentages of the whole enrolment in the three sections are 19, 22 and 59 respectively:—

Circles.	Division.	1895. Middle Section.	1895. Upper primary Section.	1895. Lower primary Section.	1894. Middle section.	1894. Upper primary section.	1894. Lower primary section.
First ...	Meerut	1,037	1,114	2,764	963	1,052	2,834
	Agra	555	912	2,579	561	936	2,641
	Bundelkhand	265	447	1,608	271	443	1,801
	Total ...	1,857	2,473	6,951	1,795	2,431	7,276
Second ...	Western Oudh	611	921	2,188	676	776	2,331
	Eastern	438	457	1,237	455	436	1,293
	Total ...	1,049	1,378	3,425	1,131	1,212	3,624
Third ...	Allahabad	775	623	1,964	928	594	2,072
	Benares	923	842	2,339	1 021	857	2,824
	Total ...	1 698	1,465	4,303	1,949	1,451	4,896
Fourth ...	Rohilkhand	1 016	1,143	2,789	1,007	1,122	2,657
	Kumaun	103	67	78	59	60	76
	Total ...	1,119	1 210	2,867	1,066	1,182	2,733
	GRAND TOTAL ...	5,723	6,526	17,546	5,941	6,276	18,529

168. The Primary Sections at middle schools are all examined annually, not *in situ*, but at certain convenient centres. The corresponding sections of village schools undergo this examination in common with them. It is unnecessary to burden the annual report with the results of the examination of all the classes, but those of classes III and V, which terminate the upper and lower primary courses are given, according to precedent in the following table. It will be seen that the number who have passed the lower primary standard has increased, though the percentage of successes to the total number of candidates is not quite so good as in the previous year. In the upper primary the numbers show a falling off in every respect:—

Circle.	Division.	Year.	Number of town schools.	Lower primary. Enrolled.	Lower primary. Examined.	Lower primary. Passed.	Lower primary. Percentage of passes.	Upper primary. Enrolled.	Upper primary. Examined.	Upper primary. Passed.	Upper primary. Percentage of passes.
First ...	Meerut	1894-95	39	473	464	401	86	355	352	261	74
		1893-94	39	460	454	412	91	353	349	267	77
	Agra	1894-95	35	563	542	389	72	311	304	209	69
		1893-94	36	512	520	457	88	337	312	171	55
	Bundelkhand ...	1894-95	25	266	253	206	81	131	123	90	73
		1893-94	26	264	248	181	73	145	140	87	62
	Total ...	1894-95	99	1,302	1,259	996	79	797	779	560	72
		1893-94	101	1,236	1,222	1,050	86	833	801	525	66
Second	Western Oudh ...	1894-95	36	518	520	446	86	280	280	198	71
		1893-94	35	464	471	389	83	283	296	214	72
	Eastern Oudh ...	1894-95	19	273	242	192	79	182	169	87	51
		1893-94	19	195	199	168	84	188	186	144	77
	Total ...	1894-95	55	791	762	638	84	462	449	285	63
		1893-94	54	659	670	557	83	471	482	358	74
Third ...	Allahabad ...	1894-95	35	330	324	295	91	215	208	175	84
		1893-94	35	283	272	262	96	232	222	203	91
	Benares	1894-95	33	332	308	268	87	265	231	164	71
		1893-94	31	263	257	222	86	260	263	189	72
	Total ...	1894-95	68	662	632	563	89	480	439	339	77
		1893-94	66	546	529	484	91	492	485	392	81
Fourth	Rohilkhand ...	1894-95	34	571	545	487	89	413	382	259	68
		1893-94	34	604	547	488	89	418	364	329	09
	Kumaun	1894-85	3	...	...	...	...	50	50	21	42
		1893-94	4	10	7	6	86	48	49	44	90
	Total ...	1894-95	37	571	545	487	89	463	432	280	65
		1893-94	38	614	554	494	89	466	413	373	90
	GRAND TOTAL ...	1894-95	259	3,326	3,198	2,684	84	2,202	2,099	1,464	70
		1893-94	259	3,055	2,975	2,585	87	2,262	2,181	1,648	76

169. Looking at the Divisions one by one, we see that Agra and Bundelkhand have recovered the position in the upper Primary Examination which they lost last year. Eastern Oudh shows a great falling off at the same Examination, as also do Rohilkhand and Kumaun. The latter Division shows no Lower Primary returns for these schools, owing to the fact that the three Middle Schools have no lower primary sections attached to them.

Aided vernacular secondary schools.

170. There are just a dozen aided secondary vernacular schools. The following table gives the statistics of enrolment and expenditure for the last two years upon these schools :—

Year.	Number of Schools.	On rolls on 31st March. Details. In high section.	In middle section.	In upper primary section.	In lower primary section.	Total.	Expenditure. Details. Public funds.	Fees.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
1895 ...	12	49	299	264	803	1,415	6,032	2,199	5,690	13,921
1894 ...	12	75	279	258	927	1,539	5,280	2,137	6,750	14,167

171. The expenditure on these schools from public funds has increased by Rs. 752, that from private sources being reduced by more than an equivalent. The average cost per pupil is Rs. 9-13as. per annum, while in State Schools it amounts to only Rs. 6-11as. The State contribution per pupil amounts to Rs. 4-4as. per annum, while in State Schools it has been shown to be Rs. 5-2as. per annum. There were 122 candidates from these Schools at the last Middle Vernacular Examination, of which only 26 candidates, or 21 per cent. succeeded in passing ; a result very much inferior to that of State Schools. Six of the twelve Schools are under Missionary management, the remaining six are maintained by municipalities, by subscriptions, or by some private patron. The high expenditure on these schools and the low level of their achievements point to the existence of radical defects in them.

SECTION III: —*Village vernacular primary schools.*

172. What is done towards the education of the masses is done chiefly by the agency of the vernacular primary schools maintained by the State in the villages of the province. They are under the control of the District Boards.

173. The statistics of the number of schools and scholars and the fee income for the last two years in each circle and each division are given in the usual form in the following table :—

Circle.	Division.	Number of schools. 1895.	1894.	Number of scholars on the rolls on 31st March. 1895.	1894.	Fee income. 1895.	1894.
First ...	Meerut	523	523	18,619	18,551	6,602	6,116
	Agra	526	520	18,319	18,111	698	315
	Bundelkhand ...	319	319	9,122	9,786	254	202
	Total ...	1,368	1,362	46,060	46,448	7,554	6,633
Second	Western Oudh ...	429	423	17,314	17,047	6,370	6,196
	Eastern Oudh ...	434	434	20,192	20,324	2,381	2,219
	Total ...	863	857	37,506	37,371	8,751	8,415
Third...	Allahabad	503	513	18,366	18,696	1,757	1,71[illegible]
	Benares	547	547	21,677	23,309	3,343	3,463
	Total ...	1,050	1,060	40,043	42,005	5,100	5,176
Fourth	Rohilkhand ...	432	439	17,085	17 005	3,057	2,763
	Kumaun	170	144	6,180	5,800	52	61
	Total ...	602	583	23,265	22,805	3,109	2,824
	GRAND TOTAL ...	3,883	3 862	1,46,874	1,48,629	24,514	23,048

174. The above figures show an increase of 21 schools, a decrease of 1,755 scholars, and an increase of Rs. 1,466 in the fee income. The decrease in the number of scholars is to be regretted. The fluctuations from year to year are considerable, seeing that last year an increase of 8,234 scholars was reported, accompanied by a decrease of 16 in the number of schools. The schools have had naturally to bear their share of the general depression brought on the country by the rains, floods, bad harvests and sickness of last year.

175. The changes in the number of schools in the various Divisions are small, except in Kumaun where there is an increase of 26 schools; this took place in the Naini Tal district, and is due not to any outburst of educational activity, but to the fact that 25 schools of the Tarai and Bhabar Kham, which were formerly under Missionary management, have been taken over by the district, bringing with them some 700 scholars: but part of the increase was cancelled by a decrease in other districts of the Division, attributed to the stricter checking of school registers and to restraints put upon the tendency of teachers to make fictitious entries; also to the scarcity in Garhwál and to other disturbances caused by the bursting of the Gohna Lake, from which evils the schools will probably now recover.

176. The following table shows to what extent the expenditure on primary schools has been met from public funds (*i.e.* district funds), from fees, and from other sources during each of the last two years; also the total cost per scholar:—

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence
		Public funds.	Fees.	Other sources.	Total.	Per scholar.
		Rs.	Rs.	Rs.	Rs.	Rs.
1895	141,223	500,596	24,514	4,675	529,785	3·8
1894	140,700	501,006	23,048	1,538	525,592	3·7

177. There has been an increase of Rs. 4,193 in the total expenditure, shared between fees and 'other sources'; the expenditure from public funds has slightly fallen. The cost comes to close upon 5 annas a month per scholar; towards this the fee income provides on an average less than one pice a month. In the Agra, Bundelkhand and Kumaun Divisions, as a rule, no fees are charged; and there is no Division where the average does not fall short of two pice a month.

178. From paragraph 120, page 162 of the last Quinquennial Review, it appears that in Madras, Bombay, Bengal, Punjab, Central Provinces, Assam, Coorg, and Hyderabad Assigned Districts, a much larger share of the expenditure on primary schools is met from fees than in the North-Western Provinces and Oudh. In Madras three eighths is so met, in Bombay one seventh, in Bengal more than sixty per cent. In the North-Western Provinces and Oudh less than one-sixteenth was covered by the fees in 1892, and less than one twentieth during the year under report, the figures for aided schools being included. The Resolution recorded by the Government of India on the Quinquennial Review specially noted that the fee income in Primary Schools in the North-Western Provinces and Oudh was much less than in other Provinces.

179. The recommendation of the Educational Commission under this head was that in all schools receiving support from public funds fees should be levied, but that a certain proportion of the pupils should be admitted free on the ground of poverty, and that children should not be exempted from the payment of fees merely on the ground that their parents were cess-payers. This was referred, with special reference to the last clause, to the Government of the North-Western Provinces by the Government of India; and a reply is said to have been sent that the local Government was powerless, since it could not interfere with the District Boards, in whose hands the matter entirely rested. The charge of a small and almost nominal fee, which should not exceed 2 annas a month in the highest class, was however recommended to the Boards; but very little has come of it.

180. Further, with the exception of some Rs. 38 in the Mirzapur district, no special cess for education is levied in these provinces. But a portion of the following local rates and cesses, which are levied in addition to the land revenue, is applied to education:—

(1) North-Western Provinces *Local rates* imposed under Act III of 1878, as amended by Act XIV of 1883; and certain *cesses* levied in the Benares Division.

(2) Oudh *Local rates* imposed under Act V of 1894.

The receipts from these rates and cesses, including the school cess of about Rs. 38 collected in Mirzapur, are carried to the credit of a general fund, and from this fund a portion is allotted for education.

181. It is only too clear that the funds available in the various districts are insufficient for any considerable extension of primary education. At the same time such extension is much needed, seeing that primary education is more backward in these Provinces than in other parts of India. Progress is, however, impossible without additional funds. It is scarcely likely that any larger share of the provincial revenues can be spared for this most important purpose. But if moderate fees were charged by the District Boards there would at once be something available for opening new schools. Even if the fees in other Divisions were only levelled up to what they are on an average in Meerut and the Western Division of Oudh, there would be an extra sum of Rs. 32,000 available for village schools, or six per cent. of the present total expenditure.

182. Since public funds have shown themselves to be inadequate for the provision of a free primary education, and since, moreover, only a small portion of the population takes advantage of the education that is provided, not only at their own expense, but at the expense of the funds provided for the most part by rates levied also on their neighbours who do not use the schools, it does not seem unfair that those who benefit by the schools should pay in the shape of fees what is required to supplement the outlay which is possible from public funds, in order that the same advantages may be extended to others. In fact it seems that the secret of the greater progress in other parts of India is that the much higher fee income realised makes it possible for the expenditure from public funds to go just so much further.

183. A paper published in the *Indian Magazine and Review* for July 1895 describes a village school among the Sonthals, in which the pupils paid a fee of two annas a month each; and their fathers looked upon the outlay as a wise one, in that it gave their boys an education which would fortify them against the fraud and extortion before which the uneducated villager is apt to go down as a helpless victim. The boon is certainly worth paying something for, and small fees could easily be levied if the District Boards would take the matter up, and make a beginning by following the example of the Meerut and Western Oudh Divisions.

184. Another reason why some fee should be levied is that education is becoming more and more complete and expensive even in village schools; and many improvements have been and are under consideration to make it more suitable to villagers and more valuable to them. Some of these improvements have been already sanctioned and will gradually be introduced, but they will necessarily cost money, either in the school itself or in the training of teachers, or most probably in both ways.

185. The Chairman, District Board, Muttra, writes as follows regarding village schools:—"No income is derived from fees. It is very desirable that a beginning should be made in this direction. Constant demands are being made on the Board for *Tat*, *Farsh*, and other articles for school use which, though not absolute necessaries, form part of the natural equipment of a properly managed school. The Board is hampered in supplying the articles required from want of funds. The obvious remedy lies in the introduction of the fee-increment fund."

186. From the Educational Report of the Fatehpur district it appears that the middle sections of the Haswa and Kote schools were closed; but as the people of Haswa have agreed to pay the increased rate of tuition fees it will probably be possible to keep the middle class in the village school at that place. Lieutenant-Colonel Grigg, officiating Commissioner of Kumaun, expresses the opinion that the Garhwáli is well able to pay for his education, which he now gets free.

187. The following selections from the reports received from the districts will show how the progress of vernacular education is hindered by deficiency of funds:—

Agra.—The Deputy Inspector reports that there are no sanctioned Boarding houses attached to Town Schools, and their want is keenly felt. If the Boarding house system is introduced it will result in the increase of scholars studying in the middle classes. There should be at least one Boarding house in the district where scholarship-holders could be concentrated and placed under adequate supervision.

On this the Chairman of the District Board remarks that the Board has no funds to devote to the establishment of Boarding houses at Town Schools.

Muzaffarnagar.—The Chairman says that the reason why there is no increase in the number of village schools is that no margin for extension is provided in the annual arrangements. A good many applications for schools were received, but had to be filed for want of funds. Some margin for extension should be allowed in future. The annual grant for repairs is also inadequate.

Etah.—The Secretary, District Board, writes:—That more schools are needed my own cold weather observations have clearly shown me. I did in fact report the names of three places, two in Kasganj tahsíl, and one in Etah, which seemed specially suitable for establishing schools, but was met by the usual reply, *no funds*. Some provision in the budget for increasing educational facilities in Kasganj tahsíl is greatly needed.

It is a matter of sheer impossibility to furnish some of the schools, which are in good pacca buildings, with the prescribed registers, maps, matting, &c.

Etáwah.—The number of village schools is not enough to meet the requirements of the rural population, and lots of applications have been filed during the year for the opening of village schools at different places, but the requests could not be granted for want of funds.

Saháranpur.—The Secretary reports as follows :—

"The absence of a school house and a Boarding house for the Tahsíli School at Saháranpur, where a suitable building for about 200 boys is not available for a rent of Rs. 15 per mensem, and the need of additions to the Middle Schools at Manglour, Nakur and Ambheta are long-felt wants, but the District Board's funds are so limited that nothing can be expected to be done until the Public Works grant is increased."

Rae Bareli.—The Chairman repeats what he wrote last year that a town school is wanted in the North-West corner of the district, but there appears to be no prospect of funds being available for some time.

Funds do not permit the introduction of needle-work into girls' schools. More girls' schools are talked of, but nothing can be done without funds.

Allahabad.—The want of boarding houses is felt, but it is uncertain when they can be provided.

Benares.—The teaching staff in many village schools is inadequate to impart efficient instruction. The defect cannot be removed at present for want of funds.

Gorakhpur.—The Chairman reports that owing to want of funds nothing could be done for the improvement of boarding houses, although there is great need for a good commodious building at Bansgaon, and improvements are called for in other places.

Ghazipur.—The allotment of funds for girls' schools is anything but adequate, and the schools are therefore inferior.

Mirzapur.—Many more school buildings are required at different places, and proposals for their erection will be submitted as soon as funds are available. Three schools were closed for want of funds. Most schools have not been supplied with *necessary furniture* for want of funds. Nor are there funds at the disposal of the Board to meet the charge of supplying the teachers of town and village schools with the books now in use, which they are expected to teach their classes.

Cawnpore.—There are not sufficient funds to engage female teachers for girls' schools. The accommodation provided in the tahsíli school buildings at Sheorajpur and Cawnpore is quite inadequate for the present number of boys. The question of extending the Cawnpore building was taken up last year, and plans and estimates were prepared which were administratively sanctioned, but work has not been taken in hand for want of funds.

Bareilly.—The Chairman writes :—The Deputy Inspector has again reported that the want of a boarding house for the Bareilly Tahsíli School is badly felt, and suggests that until a suitable building is provided a house may be hired for the purpose. But I regret the Board do not see their way to provide such a building under the present continued financial pressure.

Budaun.—The difficulty of finding the necessary funds has prevented the District Board from providing boarding houses at the tahsíli school. There is only one boarding house in the district.

Pilibhit.—All available accommodation in village schools is taken up. "Had there been more accommodation the number of scholars would have considerably increased." The inadequacy of the grant of money for educational purposes is mentioned. "An increased allotment would be most acceptable, but is, I am afraid, not likely to be received."

188. The above may be taken as samples of the impossibility of making any appreciable headway in vernacular education in the various districts unless more money is forthcoming for the purpose, either from public funds or from school fees. It is because there is no likelihood of the grant from public funds being much increased, that it becomes necessary to see whether something worth having could not be collected in the shape of fees from those who enjoy the advantage of the education offered. The fact that more is levied in aided and unaided schools shows that higher fees are also possible in State schools.

189. It may also be noted that, as shown on p. 189 of the last Quinquennial Review, the average fee per scholar in primary schools under public management in the North-Western Provinces and Oudh is only Rs. ·23 per annum, and that this is lower than in any other part of India. According to the same table similar aided schools in these Provinces collect on an average Rs. 1·02 per scholar, and unaided schools Rs. 1·5.

190. The arguments here advanced with regard to the rate of fees in village primary schools are still more applicable to vernacular middle schools, in which the fees average only 2 annas a month per scholar, while the cost amounts to 9 annas a month, as shown in paragraph 157.

191. The distribution of the pupils between the Lower and Upper Primary sections, for each of the last two years, is shown in the following table :—

Circle.	Division.	1895.		1894.	
		Roll of Upper Primary section on 31st March.	Roll of Lower Primary section on 31st March.	Roll of Upper Primary section on 31st March.	Roll of Lower Primary section on 31st March.
First ...	Meerut	3,582	15,037	3,168	15,383
	Agra	2,737	15,582	2,711	15,400
	Bundelkhand	1,306	7,816	1,306	8,480
	Total ...	7,625	38,435	7,185	39,263
Second ...	Western Oudh	3,793	13,521	3,372	13,675
	Eastern „	4,350	15,842	4,369	15,955
	Total ...	8,143	29,363	7,741	29,630
Third ...	Allahabad	2,806	15,560	2,784	15,912
	Benares	3,330	18,347	3,352	19,957
	Total ...	6,136	33,907	6,136	35,869
Fourth ...	Rohilkhand	3,150	13,935	2,947	14,058
	Kumáun	908	5,272	562	5,238
	Total ...	4,058	19,207	3,509	19,296
	GRAND TOTAL ...	25,962	1,20,912	24,571	1,24,058

There is unfortunately a decrease of over 3,146 in the Lower Primary section; in the same section of Middle Schools there was a loss of 983; thus the total loss in the Lower Primary section of State Schools amounts to above 4,000 pupils. In the Upper Primary there has been an increase, shared by all the circles except the Third, where the numbers are stationary. In village schools rather over one-sixth of the boys are in the Upper Primary section.

192. All the classes of village schools are examined annually by the department; and it has been customary to give an abstract showing for each Circle and each Division the number of boys examined and passed at the examination of the three highest classes, *viz.*, class III (Upper Primary Standard), class IV (the next lower class in the Upper Primary section), and class V (the Lower Primary standard). It will, however, probably be quite enough to include only the figures for classes III and V, which are the more important, as coming at the close of the upper and lower primary sections respectively. They are contained in the following table, and call for no special remark :—

Circle.	Division.	Year.	Class V, Standard 3.		Class III, Standard 5.	
			Examined.	Passed.	Examined.	Passed.
First ...	Meerut	1894-95	2,596	2,102	937	671
		1893-94	2,316	1,869	860	627
	Agra	1894-95	2,299	1,635	381	276
		1893-94	2,056	1,767	377	229
	Bundelkhand	1894-95	1,142	809	178	109
		1893-94	1,077	805	176	90
	Total ...	1894-95	6,037	4,546	1,496	1,056
		1893-94	5,449	4,441	1,413	946
Second ...	Western Oudh	1894-95	2,180	1,781	1,058	639
		1893-94	2,064	1,710	992	685
	Eastern „	1894-95	2,349	1,946	1,276	715
		1893-94	2,148	1,896	1,239	889
	Total ...	1894-95	4,529	3,727	2,334	1,354
		1893-94	4,212	3,606	2,231	1,574
Third ...	Allahabad	1894-95	1,948	1,633	679	500
		1893-94	1,839	1,653	693	568
	Benares	1894-95	2,449	1,948	774	508
		1893-94	2,478	1,980	885	620
	Total ...	1894-95	4,397	3,581	1,453	1,008
		1893-94	4,317	3,633	1,578	1,188

Circle.	Division.	Year.	Class V, Standard 3.		Class III, Standard 5.	
			Examined.	Passed.	Examined.	Passed.
Fourth ...	Rohilkhand	1894-95	1,852	1,509	760	515
		1893-94	1,750	1,430	812	637
	Kumáun	1894-95	586	292	108	48
		1893-94	455	251	106	20
	Total ...	1894-95	2,438	1,801	868	563
		1893-94	2,205	1,681	918	657
	GRAND TOTAL ...	1894-95	17,401	13,655	6,151	3,981
		1893-94	16,183	13,361	6,140	4,365

193. The percentages of successful candidates in the various Circles and Divisions are also given in the usual form for two years past in the following table, from which the figures for the Intermediate class IV are again excluded:—

Circle.	Division.	Class V, Standard 3.		Class III, Standard 5.	
		1894-95.	1893-94.	1894-95.	1893-94.
First ...	Meerut	81	81	72	73
	Agra	71	86	72	61
	Budelkhand	71	75	61	51
	Total ...	75	82	71	67
Second ...	Western Oudh	82	83	60	69
	Eastern „	83	88	56	72
	Total ...	82	86	58	71
Third ...	Allahabad	84	90	74	82
	Benares	80	80	66	70
	Total ...	81	84	69	75
Fourth ...	Rohilkhand	81	82	68	78
	Kumáun	50	55	44	19
	Total ...	74	76	65	72
	GRAND TOTAL ...	78	83	65	71

194. Both the Lower and Upper Primary Examinations appear to have been somewhat more strictly conducted in all circles during the year under report, and there was therefore a smaller proportion of successes. Eastern Oudh is backward at the upper primary standard, and the Kumáun results are very poor at both the examinations, in comparision with other parts of the province. This is due largely to the employment of inferior teachers.

Aided Vernacular Primary Schools.

195. There are not many Aided Vernacular Primary Schools: the few that there are are chiefly under Missionary management. They are generally conducted on the same lines as Government Village Schools. In the upper primary section they are, in proportion to their numbers, rather more successful than Government Schools; and not quite so successful in the lower primary. There are two schools more than last year, and the number of scholars has increased by 64. The fees have fallen off, and

expenditure has been reduced all round, remarkably so from private sources which contribute only Rs. 8,268 instead of Rs. 14,695 reported last year. The statistics regarding these schools are given in the following table :—

Division.		Number of schools.	On rolls on 31st March.			Result of examinations.		Expenditure.			
			Details.					Details.			
			In upper primary section.	In lower primary section.	Total.	Passed upper primary standard.	Passed lower primary standard.	Public funds.	Fees.	Other sources.	Total.
1st Circle ...	Meerut ...	5	30	294	324	7	18	1,440	113	2,569	4,122
	Agra ...	6	53	357	410	21	51	788	216	1,520	2,524
	Bundelkhand ...	...	...	...	...	...	...	...	...	...	...
	Total ...	11	83	651	734	28	69	2,228	329	4,089	6,646
2nd Circle ...	Western Oudh ...	...	...	...	...	...	...	...	...	...	...
	Eastern do. ...	18	84	612	696	5	72	600	351	1,304	2,255
	Total ...	18	84	612	696	5	72	600	351	1,304	2,255
3rd Circle ...	Allahabad ...	4	85	325	410	20	18	673	378	1,056	2,107
	Benares ...	7	25	328	353	2	19	339	149	209	697
	Total ...	11	110	653	763	22	37	1,012	527	1,265	2,804
4th Circle ...	Rohilkhand ...	3	26	162	188	5	18	182	179	273	634
	Kumaun ...	12	33	560	593	5	50	636	94	1,337	2,067
	Total ...	15	59	722	781	10	68	818	273	1,610	2,701
GRAND TOTAL ...		55	336	2,638	2,974	65	246	4,658	1,480	8,268	14,406

196. Among these schools are 28 which are subject to special treatment, a small capitation grant being allowed for every boy who passes the standard of his class and is declared fit for promotion by the Deputy Inspector. The annexed table has been compiled in accordance with precedent to give the main statistics of these schools. The number of schools aided under the system has increased by three during the year, the number of scholars by 229, but the grant earned shows a reduction of Rs. 152. Each pupil has thus cost the Government 14 annas instead of Re. 1-2-0, which was the cost last year :—

1	2	3							4						5		6
Division.	Number of schools aided.	Classification of scholars at the last examination of the year.							Number of scholars passed during the year.						Grant earned.		
		VII A.	VII B.	VI.	V.	IV.	III.	Total.	VII A.	VII B.	VI.	V.	IV.	III.	Section 10.	Section 15.	Total.
															Rs	Rs.	Rs.
Agra ...	5	102	212	59	43	38	16	470	65	98	51	49	21	21	418	...	418
Western Oudh,	8	100	100	41	22	14	2	279	26	32	14	11	1	1	97	108	205
Eastern ,, ...	9	81	213	58	41	23	16	432	71	87	51	34	5	4	289	100	389
Allahabad ...	2	73	45	33	34	30	29	244	28	29	28	31	42	34	331	...	331
Benares ...	3	51	24	26	9	3	...	113	21	20	13	3	2	...	39	...	39
Rohilkhand ...	1	9	22	5	7	6	2	51	5	8	6	3	...	...	27	...	27
Total ...	28	416	616	222	156	114	65	1,589	216	276	163	131	71	60	1,201	208	1,409

Indigenous Schools.

197. All unaided vernacular schools have been classed as indigenous, though some of them no doubt adopt the methods of departmental schools. Efforts have been made to collect statistics regarding them; but the results cannot be received with much confidence, nor can we look upon the fluctuation in the figures of successive years as reliable indications of corresponding fluctuations in the actual number of scholars. They may be the outcome of less zeal on the part of the agencies employed to collect the statistics, or of greater reserve on the part of the managers or teachers of the schools. But at least the statistics are enough to show, after making every allowance for error, that some instruction is found for some thousands of boys in classes quite outside the departmental system.

198. The schools in question are sub-divided into two classes, advanced and elementary. The statistics relating to the former are given in the subjoined table:—

Division.	Kind of institution.	Number of institutions on 31st March 1895.	Number of scholars on 31st March 1895. Hindus.	Muhammadans.	Others.	Total.	Number of institutions on 31st March 1894.	Number of scholars on 31st March 1894. Hindus.	Muhammadans.	Others.	Total.
Meerut.	Arabic	132	643	1,098	...	1,741	105	499	1,208	1	1,708
	Sanskrit	27	367	...	...	367	27	342	...	..	342
	Other Oriental classics ...	...	...	...	...	...	...	...	...	...	...
	Total ...	159	1,010	1,098	...	2,108	132	841	1,208	1	2,050
Agra.	Arabic	162	791	1,188	...	1,979	158	819	1,147	1	1,967
	Sanskrit	37	638	...	...	638	57	731	...	27	758
	Other Oriental classics ...	...	...	...	...	...	...	...	...	...	...
	Total ...	199	1,429	1,188	...	2,617	215	1,550	1,147	28	2,725
Bundelkhand.	Arabic	12	55	44	...	99	17	95	87	...	182
	Sanskrit	3	30	...	...	30	9	140	...	...	140
	Other Oriental classics ..	3	59	5	...	64	...	...	...	...	...
	Total ...	18	144	49	...	193	26	235	87	...	322
Western Oudh.	Arabic	177	272	789	..	1,061	166	237	776	24	1,037
	Sanskrit	43	419	...	...	419	63	514	...	...	514
	Other Oriental classics ...	14	50	6	3	59	4	12	...	...	12
	Total ...	234	741	795	3	1,539	233	763	776	24	1,563
Eastern Oudh.	Arabic	65	166	291	...	457	109	231	367	...	598
	Sanskrit	33	384	...	...	384	71	1,346	...	...	1,346
	Other Oriental classics ...	...	...	...	...	...	14	17	4	...	21
	Total ...	98	550	291	...	841	194	1,594	371	...	1,965
Allahabad.	Arabic	105	163	560	...	723	122	255	870	10	1,135
	Sanskrit	12	129	...	...	129	38	543	...	...	543
	Other Oriental classics ...	21	61	4	...	65	13	179	1	...	180
	Total ...	138	353	564	...	917	173	977	871	10	1,858
Benares.	Arabic	212	752	1,227	...	1,979	261	656	1,582	...	2,238
	Sanskrit	161	1,406	...	...	1,406	124	1,317	...	...	1,317
	Other Oriental classics ...	3	15	6	...	21	...	...	...	...	...
	Total ...	376	2,173	1,233	...	3,406	385	1,973	1,582	...	3,555
Rohilkhand.	Arabic	238	805	2,358	...	3,163	244	896	2,313	32	3,241
	Sanskrit	28	460	...	...	460	44	711	5	...	716
	Other Oriental classics ...	3	75	...	...	75	11	145	40	...	185
	Total ...	269	1,340	2,358	...	3,698	299	1,752	2,358	32	4,142
Kumaun.	Arabic	...	...	...	...	...	...	...	...	...	...
	Sanskrit	1	30	...	...	30	...	...	...	...	...
	Other Oriental classics ...	...	...	...	...	...	...	...	...	...	...
	Total ...	1	30	...	...	30	...	...	...	...	...
Total.	Arabic	1,103	3,647	7,555	...	11,202	1,182	3,688	8,350	68	12,106
	Sanskrit	345	3,863	...	...	3,863	433	5,644	5	27	5,676
	Other Oriental classics ...	44	260	21	3	284	42	353	45	...	398
	GRAND TOTAL ...	1,492	7,770	7,576	3	15,349	1,657	9,685	8,400	95	18,180

199. It will be noticed that in Eastern Oudh there were returned in 1894 fourteen so called institutions teaching Oriental classics other than Arabic and Sanskrit, and that they mustered between them no more than 21 scholars, so that at least half the number of institutions could have had no more than one scholar a-piece! This year these institutions appear to have vanished. There are, however, 21 in the Allahabad Division with an average enrolment of three, instead of 13 with an enrolment of 14 recorded last year. These points are mentioned as indicating that the collection of the returns must be difficult, and also that they are not likely to be accurate. It is in fact impossible to get statistics of every boy who either separately or with one or two companions gets a little private teaching. Such private education might well be left out of the returns altogether, as statistics regarding it must be the sport of chance from year to year, and some lower limit should be fixed to the number of scholars in a class before it should be entitled to rank as an "institution." If such limit were fixed at eight or ten, it might be more feasible to obtain information regarding these schools.

200. Elementary schools teach Hindi in the form of Kaithi or Mahajani, or Urdu with or without the rudiments of Persian. They are returned as accommodating the following number of scholars :—

	1895.	1894.
Learning an Oriental classic	7,351	6,752
Ditto a Vernacular	25,658	26,625
Total ...	33,009	33,377

It appears that in the Urdu Schools, reading and writing are taught, but no Arithmetic. If this subject could be added, the education given would be more useful; and means may perhaps be found to induce some of the managers of the schools to include it in their course. In many cases it cannot be included because the teachers are not themselves sufficiently educated to be able to teach it.

201. The following extract is from the report of the Deputy Inspector of Schools, Gorakhpur :—

"The statistics of these (Indigenous) schools are collected under no hard and fast rules. I mean to say that there is no register of these schools in office prepared after a thorough enquiry to show what new schools have sprung up, what old ones have gone away, what the rolls, &c., of such and such schools were last year and what they are now. Besides, the schools themselves, as they are, keep no registers. No regular standard of instruction. No regular staff of teachers. They are carried on entirely according to the whims of the teachers teaching in some schools mere elements of language or arithmetic, in other high classical books of Arabic or Sanskrit. Their figures too are collected according to the whims of our lower town school teachers. I mean, there being no register of these schools in office, as I have said, they are left the choice to give the figures of as many new Maktabs or Patshalas as they like and leave a few or many of the old ones. Under such circumstances, it is difficult to say whether these schools are improving or not. All that we can know is that at least something is done by private energy for instruction of the children of the soil in the old ways."

202. I have been in correspondence with the Director of Land Records and Agriculture with reference to the possibility of obtaining itinerant lecturers on agricultural subjects to visit village schools, and thus to make the instruction given in them meet more fully the wants of an agricultural population. There are now available several good pupils of the agricultural class attached to the farm at Cawnpore, who have recently passed the Agricultural School examination; and the fact has been brought to the notice of the District Boards of Cawnpore and neighbouring districts in the hope that the experiment may be tried. Lectures or lessons given to village school classes must necessarily be very elementary to begin with, but still there is every reason why village boys should learn in their schools whatever they can be taught about the common objects surrounding them in their daily life, and particularly about those objects with which their daily work has to do. To learn something about the soil, the crops and the implements and processes of agriculture will be at least as interesting and useful to them, as information about lands and seas that they are never destined to set their eyes upon: at any rate it is a sound principle that knowledge should begin with things at home.

203. The Director of Land Records and Agriculture has suggested that lectures on agricultural subjects, illustrated by plates or by a magic lantern should be given; but these would probably appeal to a wider audience than children of an age to attend primary schools. The Assistant Director proposes that primers should be prepared dealing largely, but not exclusively, with agricultural subjects, and written in very simple language in both forms of the vernacular. This is a proposal that will be further considered. But, whatever else is done, there should be given in all village schools regular object lessons, the subjects of which should be drawn from country life and work. It will be some time before this can be done, but object lessons are now included in the course prescribed for the Normal Schools, and in two years' time there should be a sprinkling of trained village teachers able to undertake this work. Something may also be done to show older teachers how to give object lessons. The great advantage of this form of instruction, or education, is that it is, or at least should be, more a drawing out than a putting in; the child is led to find out about the objects, instead of merely reading or being told about them, as in the prevalent methods. It should also lead up to the more effective study of Science in the higher classes.

204. The Government of India have arranged for the issue of pictorial lesson sheets describing the most prominent agricultural pests of India, with illustrations and letter press prepared, under permission of the trustees of the Indian museum, by Mr. Cotes, Deputy Superintendent of the Indian Museum, with the assistance of Mr. Jobbins, Superintendent of the Government School of Art, Calcutta, in communication with the Reporter on Economic Products. Two specimen sheets, containing descriptions of the locust and the wheat weevil, have been supplied by the Government. The series is intended to be continued under the direction and editorship of the Reporter, and will be made to include other subjects of agricultural interest, in case the lesson sheets are found useful in educational institutions, and sufficient demand exists for them.

Vernacular copies of the sheets will, no doubt, prove useful, if hung up in village schools, and explained to the boys. Accordingly a Hindi translation of the letter press of the two specimen sheets was submitted to the Local Government for transmission to the Government of India with a report that some 3,500 copies of the same could be utilized in the schools; 300 copies of the English sheets have also been supplied for distribution to Anglo Vernacular schools. But as they were not suitably mounted for school use, they are being mounted and varnished before distribution.

205. An endeavour is being made to introduce eri silk culture into Normal and Village Schools. Pamphlets by Babu T. N. Mukarji, late Honorary Secretary of the Indian Industrial Association, Calcutta, have been circulated among the Inspectors; and Mr. Crosse and Babu Gayanendra Nath Chakravarti have shown great interest in the matter. The care of silk-worms will be to Village School boys an interesting occupation outside their school work, an object lesson for the education of their faculties of observation, a training in thoughtfulness and in punctual attention to daily recurring details, and it may become in the end remunerative, if not lucrative, as a village industry. There seemed therefore no harm in giving the idea a fair trial. It is thought that Normal School teachers may have their interest aroused in the occupation while undergoing training, and that they will then introduce it into their schools, and thus into village homes all over the Provinces. Since the eri silk-worm feeds on the leaves of the castor oil plant, it can easily be kept in many localities.

206. In accordance with the orders of Government a short catechism has been prepared by the Department, based upon an abstract of the obligations placed on the public and on special classes under the Criminal Procedure Code and the Indian Penal Code in the matter of furnishing information regarding crime to Magistrates and the Police. The catechism has been printed and distributed to the schools, and inspecting officers have been directed to see that all Vernacular School Masters instruct their scholars in accordance with it, with a view to the dissemination, among school boys, and through them among the general population, of an elementary knowledge of the obligations placed by law on the public and on special classes, such as village headmen, village accountants and landlords; so that all who come within the influence of our schools may be put in the way of becoming better citizens.

CHAPTER VII.—TRAINING SCHOOLS.

207. There were three Normal Schools for the education of Vernacular School teachers, being the same number as in the previous year. They are situated at Agra, Lucknow and Allahabad, *viz.*, in the First, Second, and Third Circles respectively. There is no Normal School in the Fourth Circle. The view of the Education Commission was that there should be one in each Inspector's Circle, and there is a special need for one in the Fourth Circle which includes the Kumaun Division, whose requirements cannot adequately be met by a Normal School in Lucknow.

208. The statistics of numbers of students, of expenditure, and of average cost per student are as follows:—

Name of school.	Average number of pupil teachers on the rolls during the year.	Expenditure.				Incidence per pupil teacher.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
Agra	82	13,761	...	136	13,897	169·5
Lucknow	117	18,988	...	43	19,031	162·7
Allahabad	70	12,982	...	...	12,982	185·5
Total ...	269	45,731	...	179	45,910	170·7

209. There has been a decrease of 1 student at Agra, 15 at Lucknow, and 12 at Allahabad. There has been a saving in the expenditure from public funds at all three institutions owing to a slight reduction of staff, and the smaller number of stipends to pupil teachers, but the average annual cost per pupil has increased by Rs. 9.

210. The results of the Examination for Upper and Lower grade certificates, at which the students of the Normal Schools and other private candidates appear, are given in the following table:—

Class of candidates.		Upper grade.			Lower grade.		
		Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.
Normal students ...	Agra ...	15	8	53	67	54	81
	Lucknow ...	35	27	77	78	68	87
	Allahabad ...	11	11	100	59	55	93
	Total ...	61	46	75	204	177	87
Private candidates	Agra ...	3	...	...	14	5	36
	Lucknow ...	29	8	28	73	25	34
	Allahabad ...	6	3	50	95	20	21
	Total ...	38	11	29	182	50	27
	GRAND TOTAL ...	99	57	58	386	227	59

211. The absence of practising schools in connexion with the teachers' training institutions in these provinces has been noticed more than once by the Government of India; there has been likewise an absence of instruction in the principles of teaching and school management. In order to remedy these defects sanction has been given to the reorganisation of the Normal Schools; and the new scheme has come into force from the beginning of the current year. Model schools have been opened in connexion with each Normal school.

In order to find time for the new studies and for exercise in practical teaching, it was necessary again to raise the period of instruction to two years, from which it was reduced to one year only two years ago. Owing to this, time has also been found for object lessons, not hitherto included in the course; but which should form part of the teaching in all village, indeed in all primary, schools. The necessity of this is recognised in other parts of India. The further specific changes embodied in the new scheme are (1) a reduction of the stipend from Rs. 7 to Rs. 6 per mensem; as a compensation students are not to be required to subscribe for the maintenance of servants, or for the payment of water rates, all which charges will be borne by the school, and (2) Algebra and Euclid are restored to their place in the curriculum, (3) greater attention is to be paid to gymnastics and drill, (4) there will be only one course of study for all students, but those who pass in the First Division will be given certificates of a higher grade than other successful candidates. The instruction in Rent and Revenue Law, and in Roman Hindustani will be retained under the new scheme.

212. A scheme has also been submitted for the establishment of a training College for Anglo-Vernacular teachers, which is recognised as one of the chief educational needs of the province; but its adoption has been delayed owing to the difficulty in finding the necessary funds.

CHAPTER VIII.—TECHNICAL EDUCATION.

SECTION I.—GENERAL.

213. Under the heading of technical education are included the professional training given in Law, Medicine and Engineering, and likewise the instruction given in Industrial Schools. The work done in schools for general education is more or less directly preparatory to such technical education. An advanced and liberal education in ordinary literary studies is properly required of all those who would enter a learned profession, and the introduction of Science and Drawing into High and Middle Schools must prove directly useful to all who take to Engineering or to handicrafts.

214. About eight years ago Sir Antony MacDonnell drew up an exhaustive note on technical education in India, and it will be convenient to consider what has been done in the North-Western Provinces and Oudh with reference to the recommendations with which that note concluded. This will be done from time to time in dealing with the different classes of institution in the present chapter. But in this place it will be convenient to state what has been done with regard to those recommendations which refer to the preparatory form of technical education. These are—

(1) That instruction in drawing be made compulsory in all schools, the teachers of which are competent to instruct in drawing.

Drawing has been introduced as an optional subject in the upper primary, middle and high sections of Anglo-Vernacular Schools, and competent teachers have been appointed to 8 Government Schools. 6 Aided Schools and 1 Unaided School have also

made similar provision. Geometrical Drawing is also allowed as an optional subject in Vernacular Middle Schools.

Geometrical Drawing is taught to all who are under training in the Normal Schools for Vernacular teachers; but they are not as yet expected to teach it.

(2) That competency to teach drawing be made as soon as possible an essential qualification in all teachers in Middle and High Schools.

In the absence of a Training College for teachers in Anglo-Vernacular Schools it has been impossible to take any steps in this direction, so far as Anglo-Vernacular Schools are concerned. It is not yet possible to require all teachers of Middle Vernacular Schools to be competent teachers of Drawing, but at least all who are appointed in future after having passed through the Normal School will have gone through a course in Drawing, and some may be able to teach the subject. In the meantime special teachers of Drawing have been appointed, who have received their training in the Schools of Art in Bombay or Lahore, or in the Industrial School, Lucknow, which, so far as the teaching of Drawing is concerned, has to serve the purpose of a School of Art for these Provinces.

(3) That instruction in introductory science be made compulsory in Middle and High Schools, similar provision being made as in the preceding recommendation regarding teachers.

Owing to the bifurcation of studies into a literary and a scientific side, it has been found impossible to make the study of science compulsory on all pupils in the Middle and High Sections. But it is made an optional subject in all Middle and High Sections whether English or Vernacular. The same remarks regarding teachers apply as in the case of Drawing.

(4) That examinations in Middle Schools include drawing and elementary science as compulsory subjects, and that a considerable latitude as to optional subjects be allowed, as in the Madras Syllabus.

Drawing and elementary science are included, not as compulsory, but as optional subjects, in the Examinations of Middle Schools, whether Anglo-Vernacular or Vernacular. At the English Middle there are four compulsory subjects, *viz.*—

I. English.
II. Mathematics.
III. Indian History, Geography and Sanitation *or* Elementary Science with a very brief outline of General Geography.
IV. A Vernacular Language.

One of the following optional subjects is also required, *viz.*—

(a) Classical Language.
(b) Drawing,
(c) Book-keeping by Single and Double Entry.

At the Vernacular Middle Examination there are three compulsory subjects, *viz.*—a Vernacular Language, Elementary Mathematics and History and Geography, and candidates are also required to pass in two of the following alternative subjects :—

(1) Physical Geography and Sanitation.
(2) Elementary Physical Science.
(3) Geometrical Drawing.
(4) Agriculture.

Drawing was taken up by two candidates at the last examination, which was the first occasion on which it was allowed.

(5) That the High School course be of two kinds (*a*) literary, (*b*) practical or "modern."

This has been carried out.

(6) That the University establish two Entrance Examinations, one literary, and one "modern", the latter to include optional subjects to meet the requirements of those who are studying for those industries or professions which depend upon Science or the Arts.

The School Final has been established as an alternative to the ordinary or literary Entrance Examination. The optional subjects are Drawing, Elementary Physics and Chemistry, Agriculture with Surveying, Book-keeping by Single and Double Entry, and Political Economy.

SECTION II.—*Law Classes.*

215. The annual statistics of the law classes attached to the eight colleges where law lectures are provided are given in the following table :—

Institutions.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.			
			Bachelor of Laws.	High Court Vakil.	Pleadership.	Total.
Muir College	131	53	6	...	2	8
Canning „	234	74	9	...	3	12
Queen's „	80	8	3	...	...	3
Aligarh Muhammadan Anglo-Oriental College ...	85	28	4	...	...	4
Agra College	80	41	13	1	...	14
Bareilly „	62	8	4	...	...	4
St. John's „	46	5	...	...	...	...
Meerut „	34	1	...	...	...	...
Total ...	752	218	39	1	5	45

216. The above figures show a small decrease of 5 in the enrolment, an increase of 24 in the number appearing at the examinations, an increase of 5 in the number who have passed the LL. B. Examination, a fall from 4 to 1 in the number passing the High Court Vakil Examination, the number of passed pleaders remaining unchanged. On the whole the number of successful candidates at these various examinations has risen by 2. It is evident from the disproportion between the number of law students and the number who pass the examinations that very many are content to get a smattering of law which is not considered by the examining authorities to be of much real value to themselves or any one else. It has repeatedly been noticed that the majority of law students in these provinces have no intention or desire of appearing at the University or High Court Examinations, and it is as yet an unsolved mystery why they should pay the fees and attend the lectures for two years. In 1892 the attendance in law classes was 612, a number then considerably in excess of that in any other province of India. Since then the number of Law Colleges has risen from 7 to 8, and, as we have seen, the attendance has gone on increasing till it now numbers 752. On the other hand the number who obtain the degree of Bachelor of Laws falls far below the number in Madras, Bombay or Bengal. As mentioned in the preliminary chapter, Allahabad is the only University that admits students to study for the degree of Bachelor of Laws without having first passed the Bachelor of Arts Examination. It would appear to be for the advantage of the legal profession in these provinces to require as high a standard of liberal education from those who desire to be enrolled in its ranks as is found practicable elsewhere. The probable loss that would be experienced in numbers and in fees is not a matter that should influence the decision, when the raising of the standard of attainments and the consequent reputation for learning and ability, as well as the generally higher tone, of law students and practitioners are in question. Moreover if students have to find time for their law reading while they are attending the ordinary Arts classes, they are sure to give only a half-hearted attention to one if not both of these branches of study, and to do neither of them thoroughly.

217. The cost of the eight law classes, the fee income and the rate at which fees are levied from the students are shown in the following table :—

Name of college.	Fee income.	Expenditure.					Rate of monthly fee.			
		Public funds.	Municipal funds.	Fees.	Other sources.	Total.	First year.		Second year.	
							College students.	Outsiders.	College students.	Outsiders.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Muir College ...	8,379	...	...	5,100	...	5,100	5	5	8	8
Canning „ ...	3,582	3,743	...	3,582	2,530	9,855	1	2	1	3
Queen's „ ...	3,735	...	...	2,480	...	2,480	5	5	6	6
Aligarh College ...	2,106	...	...	2,106	1,881	3,987	3	5	3	5
Agra „ ...	3,356	...	...	2,400	...	2,400	3	5	3	5
Bareilly „ ...	2,164	...	...	851	...	851	2	4	3	4
St. John's „ ...	1,030	...	...	1,030	230	1,260	2	3	2	3
Meerut „ ...	2,567	...	...	1,285	...	1,285	2	3	4	5
Total ...	26,919	3,743	...	18,834	4,641	27,218				

218. The average annual fee paid per student varies from Rs. 16 in the Canning College, Lucknow, to Rs. 63 in the Muir Central College, Allahabad, reckoned by the average number on the rolls. Canning College, Lucknow, has hitherto charged a fee of Re. 1 only from its own students for attending the law classes, and the income thence derived has of course been inadequate for the maintenance of the classes. Accordingly a portion of the expenditure has had to be met by utilising the grant from public funds, and by income from other sources. The Committee passed a resolution on the 19th April 1895, that the present rates should be raised annually by one rupee per mensem till they reach a maximum of Rs. 4 for the first year and Rs. 6 for the second year in the case of College students, and Rs. 5 and Rs. 8 in the case of outside students. This will, in the course of a couple of years, make it possible to use at least the Rs. 3,743 derived from public funds for other purposes in the College, and may enable the committee to appoint another English Professor, so as to make it possible to provide teaching and practice in English composition. When the fees have been raised in agreement with the above mentioned resolution, the rates at Canning College will rank next to those at the Muir College and Queen's College, and above those at Aligarh, Agra, and the smaller Colleges.

At the Muhammadan Anglo-Oriental College, Aligarh, and at St. John's College, Agra, the law fees are not sufficient to cover the expense of the law classes.

219. If a higher standard of general education were required of law students, it might become a matter for consideration whether it would not be better to establish one or two self-supporting Law Colleges, similar to the one at Madras, and to collect the students together at these Colleges under a strong staff of Professors. This would do away with the temptation to go on opening law classes in small colleges, which is now discernible, seeing that under the present system it is a distinct advantage to a College in its struggle for existence to be able to offer students the attraction of law classes on the premises.

220. Sir Antony MacDonnell's note on technical education made no recommendation with regard to Law classes in these Provinces.

SECTION III.—*Medical Education.*

221. There is one Medical School at Agra, but it is not under the control of the Education Department, nor is any annual report regarding it communicated to the Director of Public Instruction. The returns show that it was maintained at a cost to Government amounting to Rs. 21,896, and that it was attended by 282 scholars. It is intended for the training of hospital assistants, each of whom is trained at a cost to Government of Rs. 77-10-0 per annum. The two Medical Schools entered in General Table III are the two Departments of this school, one for men and the other for women.

222. Hitherto the selection of candidates for admission to the Medical School, Agra, has been made by the Principal of the School; but on the suggestion of the Inspector General of Civil Hospitals, the Director of Public Instruction has undertaken to furnish a list of the most suitable candidates to the Inspector General of Civil Hospitals in time for the beginning of the annual session.

223. It has been customary in the past to send from these Provinces to the Lahore Medical School seven students to prosecute their studies in medicine. Two of these have been awarded scholarships of Rs. 15 per mensem tenable for the course of five years. During the year under report the number of scholarships has been raised to four, by the addition of two more on Rs. 12 per mensem, and the number of selected candidates has been raised from 7 to 8. The selected students, other than scholarship holders, are provided with free studentships. The funds for the additional scholarships have been found by (1) making scholarships in High Schools and Colleges of uniform value throughout their tenure, instead of increasing their value during the second year, and (2) by not re-awarding scholarships which are not accepted by those who are entitled to them, or which lapse during their period of tenure. The Director of Public Instruction has at the same time been asked to assist in the selection of candidates. The students all go through the course laid down for Assistant Surgeons, and two appointments are guaranteed annually by Government; but on the average appointments are generally found for three of the students.

Since the course of study extends over five years, the complete number of Government students from these Provinces attending the Lahore Medical College at one time will be 40. In addition to these there are other students who sometimes join the College.

224. Sir Antony MacDonnell recommended that the teaching staff of the Agra Medical School should be strengthened, and the status of the school raised to an equality with that of Lahore. The Senate of the Allahabad University considered that such a step would be premature, the Inspector General of Civil Hospitals was also averse to the proposal, and the Government concurred in these views.

225. A second recommendation was that the instruction in all Medical Schools should be made more practical than it is at present. In the absence of reports regarding the Agra School, I am not in a position to say what has been done to carry out this recommendation.

SECTION IV.—*Engineering Education.*

226. The Thomason Civil Engineering College, Rurki, has recently been placed under the control of the Education Department, but no report of its working has been presented for the year under report. In future an annual report will be called for from the Principal. The returns of expenditure and attendance show that the maintenance of the institution during the year cost Government Rs. 1,37,215, and that Rs. 1,300 was spent from endowments or other sources, making a total of Rs. 1,38,515. This shows a considerable saving on the budget allotment of Rs. 1,50,000, and the result is due to Lieutenant-Colonel Clibborn's economical management. The average number of students on the rolls monthly was 189, *viz.*, 31 in the Engineer class, 59 in the Upper Subordinate, 85 in the Lower Subordinate, 4 in the British Military Survey Class, and 10 in the Native Military Survey Class. Of the total number 60 are Europeans, 2 Native Christians, 95 Hindus, 31 Muhammadans, and one other. The College has been in the charge of Lieutenant-Colonel J. Clibborn, I. S. C., as Principal.

227. The recommendation made by Sir Antony MacDonnell regarding this College was that facilities for practical training should be provided in it.

Plans to carry out this recommendation have been long under discussion. During the year there were held two meetings of the new Managing Committee, consisting of the Secretary to Government, Public Works Department, the Director of Public Instruction and the Principal of the College, constituted in connexion with the transfer of the College from the Public Works Department to the Department of Public Instruction. At these meetings the re-organisation of the College, and the improvement and extension of the courses were taken into consideration, with a view to extending the course of training in the Engineer class from two to three years, providing workshop and laboratory practice, the inclusion of electrical engineering, the opening of a telegraph class, and the offer of practical training on engineering works to some or all of those who have completed their course in the College, and have passed the final examination for the engineer and upper subordinate classes. The increase of the staff, the extension of the College building and barracks for the extra classes and the larger number of students who would need accommodation under the new scheme, the building and equipment of laboratory and workshops, the maintenance of students during their practical training after completing the College course and the instructor's fees which will be needed for this practical training, will, it is found, cost a considerable sum of money, and it is as yet uncertain when Government will be able to find the means to carry out in its entirety the scheme which has already in its main features received the sanction of the Secretary of State.

228. The qualifying tests of general education required from candidates for admission to the College have been changed, though the change has not yet come into operation, owing to the necessity of giving due notice to the schools. Departmental and University examinations have been prescribed as preliminary qualifications for admission to the various classes, and the College Entrance Examination has therefore been restricted within narrower limits.

229. During the year the Thomason Civil Engineering College has, with the sanction of His Honor the Chancellor, been affiliated to the University of Allahabad up to the highest standard in the Faculty of Engineering. At the end of the year the Faculty of Engineering, although sanctioned, had not yet been practically constituted, nor had the standards for the different examinations been fixed.

SECTION V.—*Industrial Schools.*

230. The Industrial School Lucknow, which was opened by Sir Auckland Colvin on 1st November 1892, has undergone further developments during the year. The following are the more important changes:—

(1) A glass-blowing shop has been opened and equipped with the necessary furnace, tools and implements. The services of one of the two hereditary glass-blowers in Lucknow have been, not without difficulty, engaged for the instruction of the boys.

(2) A scheme of scholarships, which were found to be absolutely necessary to keep the boys at the school long enough for them to get any considerable advantage from the training, was under discussion during the year, and has since been sanctioned and brought into operation.

(3) The staff has been strengthened by the addition of a second blacksmith instructor.

(4) A small hand drill and a set of taps and dies, and a punching and shearing machine have been supplied. A metal-turning and screw cutting machine was much wanted, and since the close of the year the purchase of one has been sanctioned.

The school has remained under the Headmastership of Babu Tara Prasanno Banerjee, who has continued to show himself competent and zealous in the discharge of his duties.

231. The accompanying table shows the enrolment on March 31st, 1895, and the attendance during the year :—

Total on the rolls.	Average monthly enrolment.	Average daily attendance.	Percentage of attendance.
106	112	87	78

232. Of the 106 pupils on the rolls on March 31st, 55 were the sons or near relatives of artizans, and therefore free, and the remaining 51 were paying students. Out of the total number 53 were Hindus, 46 Muhammadans, and 7 Christians. The proportion of Muhammadans has increased from 38 to 43 per cent.

Classified according to the calling of their fathers, 5 were sons of carpenters, 2 of blacksmiths, 2 of tinsmiths, 8 of fitters, 4 of painters, 3 of watch makers, 4 of turners, 2 of moulders, 6 of shunters and engine-drivers, 4 of rivetters, 6 of sawyers, 2 of goldsmiths, 7 of artizans of other trades, and 51 were sons of shopkeepers, schoolmasters, clerks and cultivators.

233. School fees were collected to the amount of Rs. 196 against Rs. 48-1-6 in the 4 months of 1893-94. The scale varies from 4 annas to 6 annas according to the class. So far the highest class that has been formed is the fifth. An admission fee of Re. 1 is paid by all except the free students

234. The Headmaster had in stock at the end of year a large quantity of iron work that had been made in the school, and which he estimates at worth over Rs. 100 at wholesale bazar rates; but dealers and shopkeepers, spying, as they thought, a chance of getting the articles at as low a rate as they liked to offer, would not pay more than half the actual prices, and at these rates they were not worth selling. The ironwork has been inspected more than once by the Locomotive and Carriage Superintendent of the Oudh and Rohilkhand Railway, the Executive Engineer of the Division and the District Surveyor of Lucknow, none of whom has found any defect in it. A circular has been issued that Engineers should take the iron work turned out by the school; but so far no orders have been received from any of these officers.

235. The expenditure during the year amounted to Rs. 6,097-13-2, of which Rs. 207-3-0 was recovered by the sale of articles made in the shops, school fees and other petty items. The expenditure under the head "Contingencies" includes the cost of machines purchased and the construction of a proper glass furnace; hence it is rather heavy.

236. The following extract is from the Headmaster's report :—

"Fifty-eight boys were enrolled during the year making with the 119 students remaining out of the last two years' admissions a total of 177; of these 71 left in the course of the year, the number on the rolls on the 31st March being 106 against 135 in the previous year, and 101 in 1893. The desire (and in some cases, necessity) of the greater part of the class of boys who resort to this institute for instruction to earn their own livelihood as soon as they can turn to account the little they may have acquired in the school, and the limited amount of English that is at present taught, have been the main, in fact, the only reasons of the large number of withdrawals of scholars from the school. The last has also had a deterrent effect on new boys from joining the institute who would otherwise have been only too glad to take advantage of the facilities afforded by it to have a thorough practical training befitting them to earn an independent livelihood."

The Headmaster remarks that "boys from the higher classes of the Anglo-Vernacular schools do no better and in some cases, even worse, in English and Arithmetic in this school than those who have begun their alphabet here. This is because the majority of such students consist of the refuse of the English schools, where they could make no progress, and have been sent here by their guardians to see if they would do any good in the technical line. It is these boys, however, who under the especial care bestowed on them by the teachers have generally achieved the best results in Freehand drawing, woodwork, ironwork and glass-blowing. Some of them indeed have acquired great proficiency in the last three industries, and were they to remain in the school for a couple of years more, would turn out excellent mechanics who would do credit to the school and its staff."

237. The scholarship scheme, already alluded to, is designed to keep boys longer under training, it having been found that many of them stayed too short a time to profit much from the instruction. The reason for their short stay in

the school was their poverty, which compelled them to seek work and wages as soon as they had learnt to handle a tool, however indifferently. Going out as inferior workmen they not only failed to derive the benefit that they might from the school, but they also helped to bring the school into discredit. Scholarships have therefore been provided for each class except the lowest, and are awarded according to merit as judged by the work of the year. In order to induce others, who have not won a scholarship, to continue their course in the school it has been deemed advisable to allow them, if they are in any class except the lowest two, leave up to fifteen days in a month to enable them to get work on their own account, such leave being granted on a request signed by the person who is willing to employ them. This may save many of the boys from absolutely discontinuing their studies as soon as they are obliged to begin earning their living.

The scholarships in question have been provided out of the savings in Arts scholarships, effected by equalising the value of the latter during the two years of their tenure.

238. In No. $\frac{112}{\text{III.}-580}$, dated 20th April 1894, the sanction of Government was accorded to the apprenticing of a boy as an Engineer at the Municipal Water-works, Agra. The youth who was apprenticed at the expense of Government for more than a year has recently sent in his resignation.

239. There are three Aided Industrial Schools in the Province :—

	No. of scholars on rolls on 31st March.	Government grant per annum.	Total expenditure.
1. Orphans' Industrial School, Cawnpore ...	27	480	1,152
2. Do. do. Gorakhpur ...	50	600	840
3. Female Industrial School, Benares ...	93	480	495

(1) In this institution, which is managed by the American Mission, some of the poorer children of Cawnpore get sufficient education to fit them for fairly well paid posts in the mills and factories.

(2) This school is divided into three portions. At Basharatpur Christian boys learn practical farming and gardening. At Gorakhpur girls learn knitting and different sorts of needle-work ; they execute fairly the small orders they receive from residents in the station. The third portion consists of boys who learn shoe making and weaving blankets and carpentry at Gorakhpur. There is also a printing press in connexion with the institution.

(3) There are two divisions in this school. The girls of the upper division do advanced work, such as making net-lace skirts, lace doilies worked either in silk or cotton, hem-stitching handkerchiefs, embroidering names table cloths, tray cloths. The girls of the lower division learn hem-stitch, and feather stitch, mark, make their own clothes, and work various patterns of net-lace work.

There is also at least one unaided Industrial school, *viz.*, that maintained by the S. P. G. Mission at Cawnpore.

240. Mention should here also be made of the Agricultural school which was opened at Cawnpore in 1893, and is under the control of the Director of Agriculture and Land Records. The number of pupils on the rolls on March 31st, 1895, was 35. As already stated, 36 presented themselves for examination in (1) Elementary Physics and Chemistry, and (2) Agriculture with Surveying, at the last School Final Examination, and special certificates have been awarded to the 32 who passed. The school is under the inspection of the Education Department. It is designed for the instruction of :—

(*a*) sons of landowners and agriculturists who wish to fit themselves for agriculture or estate management ;

(*b*) persons wishing to qualify as teachers of agriculture in state schools.

(*c*) candidates for Kanungoships and other revenue appointments.

The Government have sanctioned eight scholarships of Rs. 5 per mensem each, tenable in the school. A boarding house has been erected with accommodation for 18 boarders.

241. There are likewise special schools for the training of patwaris, or village accountants ; but these are not under the Department of Public Instruction. During the year the number of these schools has been reduced by 26, and the number of pupils attending them by 1,409. Land Surveying is the principal subject of instruction in them.

SECTION VI.—*The Imperial Forest School, Dehra Dún.*

242. This institution was founded in 1878 and is under the administrative control of the Inspector-General of Forests, who is assisted by a Board of Control of which the Director of Public Instruction, North-Western Provinces and Oudh, is a member. No report or statistics of the school are received in this office, and hence it has not hitherto been mentioned in the report. The school is intended for the instruction of the members

of the Provincial Staff of the Forest Department in India, and it has two classes, the Upper Class and the Lower Class. There are two courses; one in English followed by the students of the Upper Class to whom certificates of higher standard are awarded on their successfully passing the examination, the other, in the Hindustani language, followed by the students of the Lower Class, to whom certificates of lower standard are awarded on the result of the examination. Each course lasts 21 months and consists of forestry, mathematics, physical science, botany, zoology, drawing, surveying and estimating, forest engineering, (theoretical and practical), forest law (the elements of Criminal Law and Departmental organization) and forest accounts and procedure. There are three categories of students in each class, (1) private students; (2) students already in the Government Service, (3) students deputed by Native States.

CHAPTER IX.—FEMALE EDUCATION.

SECTION I.—*Anglo-Vernacular Schools for Girls.*

243. Schools in which English is taught to girls are not maintained by Government, but they receive grants-in-aid. The more important statistics concerning them are given here in the usual form :—

		Number of schools.	Number of students.			Expenditure.			
			In Secondary stage.	In Primary stage.	Total.	Public Funds.	Municipal funds.	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Secondary	1894-95	14	149	955	1,104	12,596	...	38,703	51,299
	1893-94	11	137	775	912	11,544	144	26,950	38,638
Primary	1894-95	3	...	186	186	2,040	480	9,218	11,738
	1893-94	5	...	271	271	2,532	...	6,863	9,395
Total	1894-95	17	149	1,141	1,290	14,636	480	47,921	63,037
	1893-94	16	137	1,046	1,183	14,076	144	33,813	48,033

Last year a falling off was reported in the number of scholars in each stage; during the year under report the loss has been more than made good. The number of schools too has increased by one, and all but three are now classed as secondary schools. The expenditure has largely increased, but the additional outlay has been met from sources other than public or Municipal funds.

244. Nine girls appeared at the last Entrance Examination of the Allahabad University, *viz.* one each from the Moradabad Girls' High School, and the Jumna Mission Girls' School, Allahabad, and seven from the Women's College, Lucknow. Only two passed, both being from the Women's College. Of these one was placed in the First, and one in the Second Division; the former, Miss Lilian Felicia Sircar, stood 61st on the list, out of 65 candidates placed in the First Division.

245. The results of the English Middle Examination for girls, held for the second time during the year, are given in the following table :—

Name of schools.	Number of candidates.	Passed in Division—			
		I.	II.	III.	Total.
Jumna Mission Girls' High School, Allahabad	6	...	3	...	3
A. P. M. Girls' High School, Dehra Dún	4	1	3	...	4
Christian Girls' Boarding School, Moradabad	2	...	1	...	1
A. M. Christian Girls' School, Lal Bagh, Lucknow ...	5	...	1	...	1
A. M. Girls' Boarding School, Shâhjahânpur	2	...	1	...	1
Christian Girls' Boarding School, Sitapur	4	...	2	...	2
Girls' Orphanage, Bareilly	3	...	1	...	1
Total ...	26	1	12	...	13

The number of candidates has fallen from 32 to 26, but there is a marked improvement in their success, 13 having passed in place of only 6. One girl from the A. P.M. Girls' High School, Dehra Dún, passed in the First Division, and all the rest of the successful candidates passed in the Second Division, leaving the Third Division empty, and showing that the successful candidates have managed to do something more than merely satisfy the Examiners. Seven schools are represented at the examination against five last year; but the Mission Girls' School at Almora has dropped out of the list.

246. Aided Anglo-Vernacular Girls' Schools were during the year inspected for the first time under the new grant-in-aid Code specially prepared for them, and issued in

August 1894. The grants, however, earned by the schools would have been so much reduced in almost every case that it has been found impossible to insist upon the reduction during the present year, with due regard to the welfare of the schools. One or two reductions have been made in the case of schools which have been enjoying exceptionally high grants, but as a rule the old grants have been continued for another year. The question of modifying the grant-in-aid rules so that they may in future be more strictly enforced without inflicting injury on the schools is now under consideration. The Code has been on its trial during the year, and it has been found wanting. The chief defect is in rule 17 under which no section of a school is allowed a grant, if the average attendance in it falls below a certain number, which is fixed somewhat too high. But rule 17 cannot be altogether cancelled, for that would lead in some cases to an unnecessary increase in the grants.

SECTION II.—*Middle Vernacular Schools for Girls.*

247. There are only two or three vernacular schools professing to prepare girls for so high a standard as the Vernacular Middle Examination, and some of these are not regularly represented in the Examination. This year there are no candidates from the Gola School, maintained by the Gorakhpur District Board, though last year two candidates appeared from it, and were both successful. A school at Ghazipur will also probably send up girls for the Examination in future. The Christian Girls' Boarding School at Moradabad, which is an Anglo-Vernacular School, sent in two pupils, but they both failed. The results of the examination were as follows :—

Names of Schools.	Number of candidates.	Passed in Division—			
		I.	II.	III.	Total.
Middle Class Girls' School, Lucknow	6	1	1	2	4
Girls' School, Moradabad	2	..	...	..	...
Total ...	8	1	1	2	4

SECTION III.—*Primary Vernacular Schools for Girls.*

248. *Primary Schools under public management.*—The following table includes all Primary Girls' Schools which are maintained out of Government or Municipal funds. It shows the number of schools and scholars, the expenditure and the incidence per scholar :—

Circle.	Division.	Year.	Number of Schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar.
				Upper Primary section.	Lower Primary section.	Total.	Public funds.	Fees.	Other sources.	Total.	
							Rs.	Rs.	Rs.	Rs.	
First	Meerut ...	1894-95...	12	6	275	281	1,307	...	...	1,307	4·6
		1893-94...	12	4	275	279	1,194	...	...	1,194	4·7
	Agra ...	1894-95	19	9	397	406	1,925	...	...	1,925	4·8
		1893-94...	17	9	344	353	1,735	...	...	1,735	4·8
	Bundelkhand ...	1894-95 ..	2	9	36	45	182	...	...	182	4·2
		1893-94...	1	8	16	24	94	...	...	94	4·1
	Total ...	1894-95...	33	24	708	732	3,414	...	...	3,414	4·7
		1893-94	30	21	635	656	3,023	...	...	3,023	4·7
Second	Western Oudh ...	1894-95...	30	79	646	725	5,556	...	...	5,556	7·8
		1893-94...	30	68	636	704	5,455	...	...	5,455	7·7
	Eastern Oudh ...	1894-95...	9	33	176	209	1,528	...	...	1,528	7·3
		1893-94 .	9	30	193	223	1,501	...	...	1,501	7·1
	Total ...	1894-95...	39	112	822	934	7,084	...	...	7,084	7·7
		1893-94 .	39	98	829	927	6,956	...	...	6,956	7·5
Third	Allahabad ...	1894-95 ..	11	18	199	217	1,156	...	...	1,156	5·4
		1893-94...	11	11	206	217	1,149	...	...	1,149	5·3
	Benares ...	1894-95...	12	19	220	239	1,453	...	...	1,453	6·5
		1893-94...	12	17	236	253	1,415	...	...	1,415	6·0
	Total ...	1894-95...	23	37	419	456	2,609	..	...	2,609	6·0
		1893-94...	23	28	442	470	2,564	...	...	2,564	5·7
Fourth	Rohilkhand ...	1894-95...	33	52	816	868	4,155	...	...	4,155	4·9
		1893-94...	32	33	768	801	4,054	...	...	4,054	5·3
	Kumaun ...	1894-95 .	...	...	...	...	...	...	...	...	...
		1893-94...	...	...	...	...	...	...	...	...	...
	Total ...	1894-95...	33	52	816	868	4,155	...	...	4,155	4·9
		1893-94...	32	33	768	801	4,054	...	...	4,054	5·3
	GRAND TOTAL ...	1894-95..	128	225	2,765	2,990	17,262	...	...	17,262	5·9
		1893-94...	124	180	2,674	2,854	16,597	...	...	16,597	6·0

249. The figures show an increase of four schools, three in the First (Agra) Circle, and one in the Fourth (Bareilly) Circle; an increase of 136 scholars, of whom 76 occur in the First Circle, 7 in the Second, and 67 in the Fourth, while there is a falling off of 14 in the Third Circle. There has been an increase of Rs. 665 in the expenditure, most of it in the First Circle, and partly due to the increased number of schools. The cost per scholar varies from a little over Rs. 4 per annum in the First Circle to nearly Rs. 8 per annum in the Second, or Oudh Circle, where female education has made much more progress than in the North-Western Provinces. Girls' schools are smaller than boys' schools, hence even if other things are equal the cost of maintenance per scholar is necessarily higher.

250. In the *First Circle*.—A new school has been opened in the Etáwah district. In some schools the prescribed curriculum is not followed, and the tuitional results are poor. There is a school at Srinagar in Jalaun, kept by a respectable Maharashtra Brahman in a room of his own house, and attended by girls mostly belonging to the highest castes. The wife of the teacher gives instruction in needlework, &c. The Assistant Inspector, Bundelkhand, remarks that the education of girls is as delicate as it is necessary, and that if it is to prosper at all in the present state of society, it must be through the personal influence of a teacher who is credited by the inhabitants with a parental regard for the pupils, and who bears an unexceptionally pure moral character, whether the teacher be a man or a woman. The scarcity of available persons with these qualifications is one of the great difficulties in the way of female education. There is some demand for female education even in Bundelkhand; and some Thakurs, desiring to educate their daughters, have even sent them to boys' schools. At one centre in Jalaun a girl of 11 years of age appeared at the examination, but her friends took the precaution to dress her up in boy's clothes, lest she should be refused the privilege of being admitted to the examination! These facts show that the desire for female education is running ahead of the opportunities provided for it; also that it would in some parts be hailed as a boon if it were recognised that boys' schools were open to girls, when no special girls' school exists in the locality.

251. In the *Second Circle*.—The want of trained mistresses is felt to be a bar to the progress of these schools; one headmistress adds quarrelsomeness to her disqualifications, and the school suffers in consequence. The girls attending the school at Gonda are said to be mostly of respectable Hindu and Muhammadan families, and to have made satisfactory progress.

The following table having reference to girls' schools in Oudh shows little or no change in the number of schools maintained by District Boards or by the Municipality of Lucknow, in the number of scholars or in the expenditure; but it testifies to a recovery in the upper primary section, and in the number who passed the upper primary examination; in both of which there was an apparent falling off last year, the explanation having been hazarded that an unusually large number of marriages might have carried off most of the girls of the upper primary class:—

		Number of schools.	Enrolment on 31st March.	Number of girls learning		Expenditure.	Class III, Upper Primary.		Class V, Lower Primary.	
				Hindi.	Urdu.		Presented.	Passed.	Presented.	Passed.
						Rs.				
Maintained by District Boards.	1894-95 ...	29	671	344	327	4,184	28	20	54	36
	1893-94 ...	29	674	331	346	4,025	13	4	62	40
Maintained by the Municipality of Lucknow.	1894-95 ...	10	263	55	174	2,900	6	4	19	10
	1893-94 ...	10	253	55	160	2,931	5	3	25	19
Total ...	1894-95 ...	39	934	399	501	7,084	34	24	73	46
	1893-94 ...	39	927	386	506	6,956	18	7	87	59

252. In the *Third Circle*.—Mr. Welby thinks we cannot expect much progress, since we have inferior teachers, and the girls leave school at an early age. The girls show a preference for needlework rather than Arithmetic, in which they make little progress. The Assistant Inspector, Benares Division, is also despondent, and does not look for any progress under the present system.

253. In the *Fourth Circle*.—A new school has been opened at the headquarters of the Bijnor district; in the Rohilkhand Division there has been a satisfactory increase in the number of girls in the upper primary section. The attendance is irregular, the teaching frequently inferior, and the pardah system makes proper inspection almost impossible. Still some schools do creditably. In Kumaon, owing to the indifference of the people, there are no schools maintained by the District Boards; the missionaries are doing what they can to carry forward the work.

254. There is a new school at Syednagar, district Jalaun, and it is popular among all parties. The teacher is an old certificated man who was appointed in agreement with the wishes of the inhabitants, and he is said to be doing his best. There is only one girl in the highest class, and she is about 12 years of age, and belongs to the Thakur caste. Girls of almost all the principal castes attend the school. About the beginning of the year the Municipal authorities of Mainpuri established a new girls' school in Mohalla Lohai of the town under an elderly Brahman widow as schoolmistress. The District Board of Mainpuri maintains one girls' school at Gorhia, and the villagers, mostly Ahirs, seem to take great interest in the education of their daughters; the school is open to inspection without pardah restrictions. The decrease in the attendance of girls in Ballia is attributed to the unwillingness of the people to have their daughters taught by male teachers; it is considered that there would certainly be improvement if a female teacher were procured. Similarly in Cawnpore the decrease is said to be due partly to some of the girls having gone away to their husbands' houses, but partly to the want of efficient female teachers, for the entertainment of whom funds are insufficient. The Brahman female teacher at Machharhatta, District Jaunpur, is said to be very popular with the Khattri Mahajans, most of whose daughters attend the school. From Benares it is reported that all the force of persuasion cannot prevail with the majority of the people of the villages where girls' schools are situated to send their daughters to be educated. Most of them are altogether averse to the education of girls, and will not spare them from their household duties. At Ghazipur, too, the people at large do not care to send their daughters to school, and the Secretary of the District Board is of opinion that the poorly paid women who act as teachers cannot exert any personal influence in order to increase the rolls; he says also that the allotment of funds for these so-called schools is anything but adequate. The Muhammadan girls' school at Pilibhit, maintained at a cost of Rs. 10 per mensem, is reported to be in an unsatisfactory condition; but a Hindi girls' school opened during the year is said to be flourishing. The schools in the Bijnor District generally have none but infant classes; but the one at Tajpur has the full complement of classes and is doing well, owing to the interest taken in it by Raja Shyam Singh, who is very liberal in awarding rewards to the girls.

Aided Vernacular Primary Schools for Girls.

255. The Schools referred to in the following table are all under Missionary management. They receive grants from public funds and also from Municipal funds; but they are chiefly dependent on mission funds. The table shows for the last two years, and for the various circles and divisions, the number of these schools, the number of scholars, the sources of income, and the total expenditure on them:—

Circle.	Division.	Year.	Number of schools.	Number of scholars.	Expenditure. From public funds.	From Municipal funds.	Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.
First	Meerut	1894-95	18	537	1,524	300	5,683	7,507
		1893-94	18	433	1,524	300	10,012	11,836
	Agra	1894-95	14	423	2,556	...	4,080	6,636
		1893-94	14	437	2,436	...	4,521	6,957
	Bundelkhand	1894-95	...	...	...	...	...	...
		1893-94	...	...	...	...	...	...
	Total	1894-95	32	960	4,080	300	9,763	14,143
		1893-94	32	870	3,960	300	14,533	18,793
Second	Western Oudh	1894-95	16	714	2,892	...	4,505	7,397
		1893-94	17	682	2,892	...	4,985	7,877
	Eastern „	1894-95	2	70	240	...	1,180	1,420
		1893-94	2	62	240	...	1,496	1,736
	Total	1894-95	18	784	3,132	...	5,685	8,817
		1893-94	19	744	3,132	...	6,481	9,613
Third	Allahabad	1894-95	8	321	3,573	...	5,762	9,335
		1893-94	8	376	3,222	...	8,914	12,136
	Benares	1894-95	15	978	3,960	1,066	6,061	11,087
		1893-94	16	994	3,960	472	8,371	12,803
	Total	1894-95	23	1,299	7,533	1,066	11,823	20,422
		1893-94	24	1,370	7,182	472	17,285	24,939
Fourth	Rohilkhand	1894-95	40	930	2,712	...	6,182	8,894
		1893-94	41	1,123	2,422	...	3,276	5,698
	Kumaun	1894-95	2	110	96	...	599	695
		1893-94	2	113	96	...	503	599
	Total	1894-95	42	1,040	2,808	...	6,781	9,589
		1893-94	43	1,236	2,518	...	3,779	6,297
	GRAND TOTAL	1894-95	115	4,083	17,553	1,366	34,052	52,971
		1893-94	118	4,220	16,792	772	42,078	59,642

256. There has been a falling off in the number of schools and scholars; but the expenditure from public and municipal funds has gone on increasing, although the contributions from other sources and the total expenditure have been much reduced in every circle except the Fourth.

257. The Assistant Inspector, Benares, repeats his report of last year that the Missionary Schools in the Benares and Gorakhpur Districts are attended by a large number of girls, but that the majority consists of infants and lowcaste girls, who attend chiefly for the sake of the pecuniary inducements offered to attract them to the schools.

258. There are some unaided Vernacular Schools for girls accommodating 139 scholars who learn an Oriental classic, and 990 who are under instruction in a vernacular language only, or 1,129 in all.

SECTION IV.—*The Inspection of Girls' Schools.*

259. The inspection of Anglo-Vernacular aided Schools for girls is entrusted to an Inspectress specially appointed for the purpose. Miss D'Abreu has hitherto held the appointment temporarily, but she has taken so much interest in the work and has proved herself so useful, that her permanent appointment has been recommended. Since the schools are scattered up and down the province, in the hills as well as the plains, she has a large amount of work to do, and a great deal of travelling. She has also the management of the Lucknow Municipal Vernacular Schools for girls.

260. The inspection of Government Vernacular Schools for girls is left to the ordinary inspecting staff, and is sometimes not well done. Deputy Inspectors often neglect to examine girls' schools in the systematic manner to which they are accustomed in dealing with boys' schools. They should, of course, know that they are expected to do all their work with equal thoroughness; and that the education of girls is no more a thing to be trifled with than that of boys. It is found that when girls are examined behind the pardah they are sometimes helped, and sometimes personated by an older girl, who has already passed the same or a higher examination. Schools where this is permitted do the girls more moral harm than any mental good they may do them, which however is not likely to be much; and an inspection under these circumstances is of course worthless.

261. In some pardah schools the Deputy Assistant Inspector is allowed to examine the classes without the intervention of the pardah. This is so at the school at Srinagar, Jalaun, kept by a Maharashtra Brahman, and attended by high caste girls, where pardah is considered to be sufficiently observed by holding the school in a room of a private house. One reason for adhering to the strictest observance of the pardah system, even to the hiding of the examinees from the Inspector, is that the inspection is thereby necessarily made less searching, and less of an ordeal for the schools. Yet to arrange for an inspectress to visit all these schools would be expensive, and otherwise difficult.

CHAPTER X.—EUROPEAN EDUCATION.

262. Schools for the education of European and Eurasian children have been established in nearly all the large stations where there is a European or Eurasian population, and particularly at the hill stations of Naini Tal and Mussoorie. Most of these schools receive grants-in-aid under the Code of Regulations for European schools, which, in the main, is in operation throughout the Bengal Presidency. An Inspector of European schools is appointed to inspect and report on the schools, and the grant is fixed with reference to his report. During the year the office has been held by Mr. W. N. Boutflower, Inspector of the Fourth Circle. Statistics of European schools not under the Code have not hitherto been collected; but as there are known to be two or three large schools not in receipt of grants, an endeavour will in future be made to make the returns more complete by including all such schools.

263. The attendance of boys and girls in each section, Infant, Primary, Middle and High, during the last two years is shown in the following abstract:—

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.
Boys	131	73	436	428	714	706	165	148	1,446	1,355
Girls	69	51	348	353	618	579	297	319	1,332	1,302
Total ...	200	124	784	781	1,332	1,285	462	467	2,778	2,657

There is thus an increase of 121 scholars, *viz.*, 91 boys and 30 girls. There has been no change in the number of schools, of which there are 42, *viz.*, 26 Secondary and 16 Primary.

264. The number of scholars attending school in the hills and in the plains separately is as follows :—

	Boys.	Girls.
In the hills	788	324
Do. plains	493	711
Total ...	1,281	1,035

This is exclusive of the infant department. It appears that girls are not sent to the hills so much as boys, but are more generally kept at school in the plains where their homes are.

265. The expenditure on grants for the maintenance of European schools, including grants towards the boarding charges of indigent children, is shown in the following table. The grants under Art. 27 are for success in the High or Final standard examination. Those under Art. 53 are for pupil teachers.

Class of schools.		Number of schools.	Inspection grants.	Grants under article 27 of the Code (Final standard examination) and article 53.	Payments for school fees and boarding charges of indigent children.	Total.
	Boys.		Rs.	Rs.	Rs.	Rs.
High	1895	12	35,565	4,120	2,644	42,329
	1894	12	33,654	2,535	3,025	39,214
Middle	1895	2	2,058	...	236	2,294
	1894	2	2,230	...	377	2,607
Primary	1895	6	5,408	...	4,090	9,498
	1894	6	10,291	...	1,929	12,220
Total	1895	20	43,031	4,120	6,970	54,121
	1894	20	46,175	2,535	5,331	54,041
	Girls.					
High	1895	12	32,933	5,665	2,575	41,173
	1894	11	30,132	3,750	1,510	35,392
Middle	1895	...	...	...	...	...
	1894	1	5,271	...	1,375	6,643
Primary	1895	10	8,236	...	672	8,906
	1894	10	12,431	...	2,012	14,448
Total	1895	22	41,169	5,665	3,247	50,081
	1894	22	47,834	3,750	4,897	56,481
GRAND TOTAL	1895	42	84,200	9,785	10,217	1,04,202
	1894	42	94,009	6,285	10,228	1,10,522

The total expenditure has fallen by Rs. 6,320. The chief reason for this difference is that in the previous year the grants to certain Railway Schools, which had been withdrawn, were restored with arrears. The increase under Arts. 27 and 53 is due to the popularity of the final standard examination, and to the success of a larger number of candidates.

266. The average cost to Government of each scholar in average attendance in the various grades of school is :—

	Boys. Rs.	Girls. Rs.
High Schools	36	42
Middle Schools	24	...
Primary Schools	51	26
Total Rs. ...	37	38

This incidence of the Government grant per scholar is less than it was last year, owing to the extraordinary expenditure then incurred on the Railway schools. It is also less than it was two years ago.

267. The following table shows the schools classified according to management, with the number of scholars attending them :—

Controlling agency.	31st March 1894.			31st March 1895.		
	Schools.	Scholars.	Percentage of total No. of scholars.	Schools.	Scholars.	Percentage of total No. of scholars.
1	2	3	4	5	6	7
Church of England	10	833	27·04	10	768	23·85
Roman Catholic Church	14	1,296	42·07	14	1,425	44·30
American Methodist Mission	4	266	8·64	4	291	9·05
Do. Presbyterian do.	1	71	2·31	1	87	2·70
Railway companies	8	330	10·72	8	347	10 79
Private individuals	1	64	2·07	1	87	2·70
Local committees	4	220	7·15	4	212	6·61
Total ...	42	3,080	100	42	3,217	100

268. Mr. Boutflower finds that in boys' schools there is an attempt to teach more than the boys are able to apprehend. It appears to have been overlooked that only the cleverer boys are able to learn two foreign languages in addition to Mathematics, English, Geography, History and the Elementary subjects, but with a code which prescribes a mediocre knowledge of as many subjects as possible as the ideal of education it would not be fair to blame the managers for yielding to the temptation to teach more subjects than the pupils are able thoroughly to master.

269. A Committee appointed by the Government of India met in Calcutta last February and March to revise the code, in which nine or ten years' experience has discovered serious defects. It may be hoped that it will finally be so revised that it will not encourage school managers to make these or other unwise attempts, which are at variance with sound educational principles.

270. As regards the condition of science education in aided schools, Mr. Boutflower thus summarizes it: "In the primary sections, inadequate instruction in object lessons; in the middle sections nothing at all; in the high sections a text-book taught without experiments. It is thus clear that much remains to be done before that training can be imparted to the boys which alone will enable them to take part in developing the material resources of India. It may also be noted that the predominantly literary character of the education subsidized by the code is having a disastrous effect on the boys. A headmaster of some experience lately informed me that a clerkship in a Government office was the career to which the majority of his boys aspired. Comment on such a deplorable state of things is unnecessary."

271. The vernacular is now supplanting Latin in the boys' schools, though it is not popular with the boys themselves. The part of the subject which is taught least successfully is hand-writing; yet the schools could easily provide themselves with good vernacular copy books or slips, and a little regular practice would soon effect an improvement.

272. I quote the following passage from Mr. Boutflower's report with regard to poor schools:—

"It is also satisfactory to remark that the managers of poor schools are making further efforts to provide a more suitable education for the children under their care than that prescribed in the code. The only poor school in these provinces in which any manual training is given is the Colvin Free School at Allahabad, and this has hitherto been only a primary school teaching up to the fourth standard. The managers have now opened a fifth standard and an attempt will be made to combine instruction in the most suitable subjects prescribed by the code under this standard for poor boys with more advanced training in carpenter's work, short-hand, and type-writing. It is a great pity that some instruction in Physics cannot be given also. At Agra the manager of St. Paul's School proposes to introduce a little manual training in carpentery and weaving, if this can be done without forfeiture of any part of his grant. He considers that the curriculum laid down in the code is unsuitable for poor boys, some of whom have not the intellect to profit by it."

273. Not more than five candidates from aided European Schools appeared at the Entrance Examination, *viz.*, 3 from the Oak Grove School, Mussoorie, all of whom passed, and 2 from St. Joseph's School, Allahabad, both of whom failed. In the previous year 3 passed out of 11. The High or Final Standard Examination under the code is officially recognised as the equivalent of the University Entrance Examination and more suited to European candidates; hence capitation grants are given in accordance with its results, and not by the Entrance Examination. Hence the small number of candidates presented at the latter.

274. Written examinations in the primary, middle and high standards of the European Code are held annually in the month of December. These are not restricted to aided schools, but are thrown open to unaided schools, and also to private candidates. The fees realised at the last examinations amounted to Rs. 2,095 and the cost of conducting the examinations to Rs. 3,425, in addition to this there is the cost of the scholarships given on the results of these examinations, for which Rs. 2,592 is annually allotted.

275. *The Primary Standard Examination.*—The number of candidates has declined from 157 to 135, and the percentage of success from 75 to 58. The falling off in numbers is due to the deficiency from La Martiniere, Lucknow, an unaided school, which sent in only 15 as against 45 the previous year. The Oak Grove School, Mussoorie, has again distinguished itself, passing 80 per cent. of its candidates, securing six out of the first nine places on the general list, and carrying off 6 out of the 8 primary scholarships. The Colvin Free School, Allahabad, has also again done well, passing 80 per cent., but its candidates do not stand so high in the list as they did in the previous year. Thirty-four pass in class I, and 16 gain marks qualifying for a scholarship; the number of scholarships is, however, limited to eight. Failures occurred chiefly in English Grammar. The girls showed themselves, as usual, bright in Arithmetic at this standard. An Indian Vernacular has not yet taken its place as a subject in this examination; it will be introduced for the first time in the examination to be held in December next (1895).

276. *The Middle Standard.*—The number of candidates has fallen from 100 to 85, nine of the difference being traceable to La Martiniere College and Girls' school. The percentage of success during the last three years has been steadily falling, being 62, 44 and 32 successively. The failures occurred chiefly in English, in which only 30 pased out of 85. The Girls' High School, Allahabad, passed 75 per cent. of its candidates. The Wellesley Girls' School, Naini Tal, obtained three out of the first five places on the list, one candidate obtaining the rare distinction of passing in Honours. Three candidates were placed in the first class, one from each of the following schools, Girls' High School, Allahabad, Wellesley Girls' School, Naini Tal, and Oak Openings School, Naini Tal. In the previous year no candidate attained to class I.

The Examiner in Latin reports a considerable improvement in the papers; especially in certain institutions, among which he names the Oak Openings School, Naini Tal, which passed four out of five, two of whom got first class marks; and the Priory, Naini Tal, which passed three out of four, two getting second class marks.

277. *Final or High Standard.*—Here also there is a falling off of nine candidates from La Martiniere College, Lucknow, but notwithstanding this the total has risen from 107 to 118; of whom 34 per cent. have passed as against last year's percentage of 30. On the whole the Girls' High School, Allahabad, has come out best, passing six out of nine; and the Boys' High School, Allahabad, has done by far the worst, sending up nine candidates and passing none. St. George's College, Mussoorie, sent up 15, but passed only 2, most of their candidates not being properly prepared in the optional subjects, in two of which candidates are required to pass. La Martiniere Girls' School, Lucknow, only passed two out of nine, most of their girls breaking down in Arithmetic. Seven private candidates appeared, but none of them passed. Arithmetic and the Second Language were the chief stumbling blocks among the compulsory subjects. Among the optional subjects Trigonometry was most fatal, only four passing out of 30, the failures of La Martiniere College, Lucknow, in this subject being most conspicuous. The first place on the classified list was won by a boy from the Mussoorie School, who stands alone in class I. The Girls' Diocesan School, Naini Tal, secures three out of the first seven places.

The Latin Examiner reports as follows:—

"The Latin is if anything even more inexact than last year. In the Grammar one is forced to give marks to fractions of parts of points in questions, regardless of mistakes which leave one in doubt as to whether the correct fraction was not due to chance. In the translation the candidates ignore cases, concords, voices, moods, tenses, and persons, till one suspects them rather of endeavouring to remember the key rather than of endeavouring to translate the word; and this, in spite of the fact that they are pointedly asked to translate as literally as possible. As most of them fail lamentably over their parsing of words from the set passages, one is almost forced to conclude that their freedom is not due to an untrammelled style of composition, but to a condition of knowledge

which one is not justified in marking high. Their numbers are 27 passed to 41 ploughed. Last year it was 27 passed to 31 ploughed."

The Examiner in Political Economy writes :—

"The Political Economy is much better this year than the last. The numbers are 13 passed to 15 ploughed, the latter including two candidates who attempted absolutely nothing, so that the passes are really 50 per cent. Last year the numbers were 17 passed to 24 ploughed, and I had difficulty in passing so many. The style of the answers has greatly improved, and I think that a comparison would show that there is much greater proportion of reasonably high marks this year. On the whole, the answers show a considerable amount of precision, especially in the case of the candidates from the Boys' Diocesan School, Naini Tal. Last year the great majority answered vaguely, without any sign of training. One candidate, No. 49, gets 75 marks, the very number obtained by the best paper last year."

CHAPTER XI.—EDUCATION OF MUHAMMADANS.

278. It has been customary under this head to give a statement of the number of institutions attended mainly or entirely by Muhammadans, with the total numbers on their rolls at the end of the year and the number of Muhammadans. The number of secondary schools has been reduced by one owing to the disappearance of the Taj-ul-Madaris School, Amroha, from the list. The number of primary schools is likewise one less than in the previous year, owing to there being a loss of one of the American Mission Girl's Schools at Lucknow. The number of indigenous schools has considerably increased in the Meerut, Rohilkhand and Benares Divisions, but elsewhere there has been a great decrease; there is evidently no permanence about these schools. There is an increase in the number of Muhammadan students, in the Muhammadan Anglo-Oriental College, Aligarh, but a greater decrease in the secondary schools included in the list. The primary schools show an improved enrolment of Muhammadans, and the indigenous schools a falling off. The statement does not contain a complete and satisfactory account of Muhammadan education, and an endeavour will be made to make it more perfect in future reports. It is evident that the number of Muhammadans under instruction may have increased though the number attending specially Muhammadan schools may have minished. As shown in paragraph 18 the total number of Muhammadans in Government and Aided Schools has increased by 139, and the percentage of Muhammadans in these Schools has risen from 15·97 to 16·20. One hundred and seven of the increased number of scholars has occurred in Government Anglo-Vernacular Schools. In the Industrial School, Lucknow, the proportion of Muhammadans has increased from 38 to 43 per cent.

Class of Institution.	Division.	Name of Institution.	Number of institutions.	Numbers of scholars on the rolls on 31st March 1895.	
				Total.	Muhammadans.
College ...	Meerut ...	Muhammadan Anglo-Oriental College, Aligarh,	1	205	168
Secondary,	,, ...	Muhammadan Anglo-Oriental Collegiate School, Aligarh.	1	361	289
	Oudh ...	Madrassa Alia Islamia, Lucknow ...	1	120	72
	,, ...	Husainabad School, ,, ...	1	190	65
	,, ...	Ferrar Kaisari Anglo-Vernacular School, Nanpara, Bahraich	1	100	71
	,, ...	Kakori Anglo-Vernacular, Lucknow ...	1	67	48
	,, ...	Middle Class School for girls, Lucknow ...	1	16	16
	Benares ...	Chashmai Rahmat School, Ghazipur (Oriental Department).	1	225	176
	Kumaun ...	Persian School, Almora	1	42	36
		Total ...	8	1,121	773
Primary ...	Agra ...	Islamia English School, Etáwah ...	1	114	105
	Oudh ...	Zenana Mission Agency, Lucknow ...	1	417	265
	,, ...	American Mission Girls' Schools, Lucknow ...	9	171	114
	,, ...	I. F. N. S. Girls' Schools, Lucknow ...	4	89	89
	,, ...	Girls' Schools, Fyzabad ...	2	70	66
	,, ...	A. M. Girls' School, Bahraich ...	1	19	17
	,, ...	Primary Girls' Schools, Lucknow ...	11	295	240
	,, ...	,, ,, Bara Bauki ...	1	20	20
	,, ...	,, ,, Kheri ...	6	133	69
	,, ...	,, ,, Sultánpur ...	4	96	94
	,, ...	,, ,, Partábgarh ...	1	29	29
	Allahabad ...	Madrasa Islamia, Fatehpur ...	1	107	107
		Total ...	42	1,560	1,215
Indigenous,	Meerut ...	...	655	7,427	7,335
	Agra ...	...	41	564	543
	Bundelkhand ...	...	13	189	187
	Oudh ...	...	592	4,097	3,650
	Allahabad ...	...	126	1,153	1,152
	Benares ...	...	208	1,864	1,864
	Rohilkhand ...	...	389	4,732	3,637
	Kumaun ...	...	3	36	36
		Total ...	2,027	20,062	18,404
		GRAND TOTAL ...	2,078	22,948	20,560

CHAPTER XII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

The Colvin Talukdár's School, Lucknow.

279. This school has now been in existence three years. At the close of the session there were 31 boys on the rolls, of whom 27 were boarders. This is an increase of two on the numbers reported last year. Amongst the boarders were eleven wards. The Committee has decided during the year to admit, on the payment of double fees, boys not belonging to Oudh, but of the same social status as those for whose benefit the school was founded; and to provide them with boarding accommodation, if there are rooms vacant. This concession has brought to the school four new pupils, *viz.* the two sons of Raja Kishen Kumar of Bilári, Moradabad, and the two sons of Nawab Haidar Ali Khan of Bilri, Budaun. The work of the year has been carried on under difficulties. The prevalence of cholera made it necessary to close the school for a month. Later on the floods were out, and interfered with the attendance of Assistant Masters and boys. There was no 3rd class during the year, and there were therefore no candidates for the Middle Examination. One candidate appeared for the University Entrance Examination, but failed to pass. There is one pupil preparing for the next Entrance Examination, while there are four who should appear at the next Middle Examination. The staff has been strengthened, and now includes three graduates.

280. Religious instruction is provided by the British Indian Association. The Muhammadan pupils are reported as all attending prayers and religious instruction under their respective Maulavis (Sunni and Shia); but several Hindu boys have, at the special request of their parents or guardians, been excused from attending the ministrations of their Pandit. Possibly the fault lies with the Pandit who has been appointed to the school; it would be well that he should himself be a man of good education, if he is thus to be brought into contact with youths undergoing education. Possibly the fault may to some extent lie with parents who yield too easily to the solicitations of sons, anxious to be released from an irksome requirement. The appointment of a younger and more literate Pandit is contemplated.

281. The conduct of the boys is reported as being generally satisfactory, and there has been some improvement, though still leaving room for much more, in the matter of returning punctually after vacations. As the Principal, Mr. Siddons, remarks, for this particular shortcoming parents and guardians are much more to blame than the boys themselves.

282. Games were much interfered with by and the floods which covered the football ground to the depth of 8 feet; in fact from September to the end of March this ground was more or less of a swamp and could not be used. The younger boys play cricket; the older ones, being too few for this game, have taken to lawn-tennis. The gymnasium appears to have been poorly supplied with apparatus, and it has grown more and more unpopular, until at last it has been closed, and the building converted into an office, the want of which was much felt. A well equipped gymnasium and a competent instructor should be regarded as indispensable in a school of this rank, and it is to be hoped it will not long remain unprovided in this respect. The boys excel in riding, and one of them took the first prize for tent-pegging in an open competition at the annual Ward's Dungal held at Bara Banki last February. Altogether the boys are reported to take a very healthy interest in all outdoor games and exercises. It is a novelty to find the Principal taking credit in his report for having during the winter months initiated some of the elder pupils into the mysteries of whist. The reading room is supplied with English and Indian papers and periodicals, and is serviceable in opening the minds of the scholars.

283. A handsome donation of Rs. 5000 has been received from the Balrampore State, and has been well expended in building two new sets of quarters for boarders, and in enlarging the Hindu and Muhammadan kitchens. Lawns have been laid out round the main building, and trees and shrubs are springing up and making the place look more attractive than it did at first.

284. The general results of the school have hitherto been quite as satisfactory as could have been expected; and every year shows some improvement in its equipment for the purpose of providing a thoroughly good English education, amidst healthy surroundings, for the sons of the Talukdárs.

CHAPTER XIII.—DISCIPLINE AND MORAL TRAINING.

285. The Government of India have recognised the following chief aids to discipline and moral training; physical training, a code of punishment for breaches of school discipline, well managed boarding houses, and the use of text books having a direct bearing on conduct. These will therefore be dealt with in order in this chapter.

Physical education.

286. *In the First Circle.*—Mr. Budden, who was then in charge of the circle, issued a circular in the early part of the year, giving detailed instructions as to the conduct of games and sports; and some improvement is traced to it, though still more

may be expected when both the school masters and the boys become more familiar with the details. Babu Gayanendra Nath Chakravarti, who officiated as Inspector throughout the greater part of the year divided Rs. 400 among the Assistant Inspectors to be awarded as prizes at athletic tournaments held at the close of centre examinations.

287. *In the Second Circle.*—No progress has taken place in the Lucknow District, where physical exercises have been neglected in the schools. Elsewhere the reports are more favourable. In Sultánpur, under the fostering care of a sympathetic Deputy Commissioner, athletic sports and games have been very popular in the schools, which, it will be remembered, also distinguished themselves in their studies; cricket and football, in addition to many native games, have been played with success by boys of all the Vernacular Middle Schools and of almost all the primary or village schools. In some districts the great barrier to further improvement is want of funds to purchase the requisites of the games. The want of instructors is also felt, and will be until teachers now passing through the Normal Schools, and trained to teach physical exercises of various kinds, become more generally available.

288. *In the Third Circle.*—Mr. Welby, the Inspector of this circle, reports that cricket gear and Indian clubs have been supplied to nearly all the town schools of the Allahabad Division, that the boys play cricket regularly and that some of them are rather skilful in the use of the clubs. Sports are held after the centre examinations, and are greatly enjoyed. A few schools in the Mirzapur district have parallel and horizontal bars, but not much progress can be made without a trainer. The Assistant Inspector, Benares, Pandit Lakshmi Sankar Misra, has issued definite instructions to the Deputy Inspectors, much as Mr. Budden did in the First Circle; but he says that a good deal depends on the Deputy Inspectors themselves. Very little has been done to improve physical training in the district of Benares.

289. *In the Fourth Circle.*—In the Rohilkhand Division, with the exception of a few schools in Bijnor, Budaun and Sháhjahánpur all the middle schools have been provided with the necessary apparatus, and the students take eagerly to games and sports. In some districts village schools have also been supplied with sets of Indian clubs and other less costly implements. In the Bareilly district even cricketing gear has been supplied to many village schools. Sports as a rule follow the centre examinations. In the Pilibhít district there is an annual meeting for the distribution of prizes, and it is attended by many respectable gentlemen of the district who, by way of encouragement, give handsome rewards from their own pockets to the best players of the day. It is proposed to adopt a similar plan elsewhere, and the Chairman of the District Board, Bareilly, has sanctioned a grant of Rs. 50 for the purpose; but, as the Assistant Inspector remarks, "the success of the *Jalsa* will mostly depend on the liberality of the persons who will assemble to witness the sports." In the Kumaun Division a small beginning has been made: the chief difficulty is the want of proper playgrounds, as in the hills scarcely any plot can be found containing an acre of level ground.

290. The reports received from the Chairman of District Boards show that attention is generally paid to physical training at Middle Vernacular Schools, and that it is now frequently made a regular part of the school routine. For instance in the Sháhjahánpur district boys both of village and town schools are "drilled twice a week, and every day half an hour is given for manly sports and games". In some districts, for example Muttra, complaint is made that sports cannot be properly introduced without a special instructor. The Chairman of the Muttra District Board finds that this is easily remedied by the Board refusing to appoint teachers unacquainted with the usual sports and gymnastic exercises. This does not, however, meet the case of schools when the teachers are old employés, whom it would be impossible, because unjust, to get rid of. In some places the want of a suitable and sufficiently spacious play ground is noticed, in others the need of a manual of school drill is felt From Agra it is reported that no satisfactory improvement can be looked for unless the services of an instructor are secured, who should visit each town school and the leading village schools in succession at regular intervals, and put the scholars through a proper course of training. Great improvement is noted in the Muzaffarnagar district. The difficulties which have been observed in some districts have been faced and overcome in others by the appointment of Gymnastic Masters for Middle Vernacular Schools; they are sometimes attached to particular schools, and sometimes divide their time between all the middle schools of the district, their place in any school being taken during their absence by an assistant teacher who has received physical training in a Normal school. In the Bareilly district as many as six tutors for teaching drill, fencing, and other manly games are maintained by the Board for the middle and the more important primary schools, and almost all the schools have been supplied with copies of a book on school drill. It is worth remarking that a Jamadar stationed at Bangra Chowki in the Jalaun district taught the Bangra school boys "school drill" with great success in a very short time. The Chairman, District Board, Banda, writes that in an agricultural

district like Banda, where an infinitesimal proportion of village school boys prosecute their studies beyond the primary stage, or retain the elementary knowledge they have acquired, physical training is more important than book learning. Some on the other hand appear to think that physical training at school is superfluous in the case of village boys who live so much in the open air and even take some part in field work when not at school. With reference to this the Secretary, District Board, Agra, observes that more is to be gained by play with other boys than mere physical exercise, and that "generosity and fair play are not learnt by digging or ploughing, nor is self-reliance to be gained by matching oneself against a tame buffalo."

From a review of all the reports received it appears that much is being done to encourage school drill, gymnastics and games in the schools and with a certain amount of success. But many of the Boards want the guidance of fixed rules, and there is need of prescribed courses for the various school sections as much in this as in the other branches of school education.

291. The above refers to Vernacular Schools. In the case of Anglo-Vernacular Schools, too, there is no compulsion to provide for the physical training of the boys; but attention to this important matter is encouraged; and with some success. Outside help, whether of private persons or of Municipalities, is invited in order to find the necessary funds; and Government has undertaken to double the subscriptions so raised. The circle tournaments are also year by year exerting a wider and more powerful influence upon the schools, and act as a strong incentive to excellence in sports. The Inspector, First Circle, writes:—"It seems to me to be a very healthy sign that the zeal displayed in the matter of physicial exercise by schools is in proportion to their efficiency in mental training, and, as a rule, the schools remarkable for literary excellence are found to excel in games also." The Aligarh District school distinguished itself in the circle tournament, carrying off the honours from the M. A. O. Collegiate School, which has hitherto held the first position. A tournament was also held at Jhánsi.

The Inspector of the Second circle reports that "gymnastics languish in most places from the want of instructors." At Fyzabad a regular school play-ground is much wanted. "One can be procured if the District Board will make over permanently the field now played in near the Judge's Court. At present the Headmaster is afraid to improve the field, as after laying out his games fund the ground might be built on, and his labour would go for nothing."

Code of punishments.

292. There is a *code of offences and punishments* for Government Anglo-Vernacular Schools. The code has worked well, and there have been no complaints regarding it. It is printed at the back of the form of application for admission, and the parent or guardian of the scholar has to append his signature to an agreement to abide by the departmental code of punishments given there in detail. Thus no one can afterwards object to a punishment given according to the code as being excessive; and as the boys, too, know beforehand the exact amount of punishment they risk when indulging in any offence, they are able to sit down and count the cost before venturing on wrong courses.

Boarding houses.

293. There are boarding houses in connexion with the Government Colleges at Allahabad and Benares, and also the Aided Colleges at Lucknow, Agra, Bareilly and Aligarh. The accommodation at the Muir Central College has been found insufficient during recent years; it remains to be seen whether it is enough for the smaller number of students admitted to the College now that the Principal is stricter in granting admission, and that the increased fee rates may induce students to seek a cheaper education elsewhere. The boarding accommodation in connexion with Canning College, Lucknow, is also deficient, as may be seen from the following remarks by Mr. Pirie, the officiating Principal.

"The limited accommodation furnished by the College Boarding House was as usual fully availed of. Although the generosity of the Talukdárs enables some 50 students to stay in their town residences in the Kaisarbagh, and therefore practically in the College compound, yet the fact that Canning College has only Boarding House accommodation for 32 students is a great drawback to its success as an Educational Institution".

"The difficulties in the way of either increasing the size of the present building or of finding a site for another near the College seem to be insurmountable; but there is no reason why the noble example set by Agra should not be followed at Lucknow. Surely there is as much wealth and influence among the Muhammadan, Brahmin, Bhargave, Khatri, Kayasth and other communities in Oudh as among those of Agra, and surely there ought to be as much consideration for the welfare of the students belonging to these classes at Canning College. All that is necessary is for one or for a few of the leading members of any of these sections of society to provide the funds necessary for the purchase of a house within a reasonable distance of the College, and to continue to take a kindly interest in the students who may be so fortunate as to reside therein,

The Principal of the College will be only too glad to undertake the responsibility of supervising its management. At present there is nothing more harrowing to his feelings than the necessity of having to refuse accommodation in the Boarding house to young men, some of them little more than boys, who leave their quiet homes in the rural districts of Oudh for the first time in their lives, and come to Lucknow to live in Sarais and bazars, exposed to all the temptations of a large and luxurious city."

294. Boarding accommodation is provided at all Government Anglo-Vernacular schools except at Pilibhít, Almora and Bilgram, and rules for their management are given in the Manual of General Orders of the Department of Public Instruction. The number of boarders in the Anglo-Vernacular High and Middle schools maintained by Government in the various districts is shown for two years in the following table :—

Circle.	Average monthly number of boarders during 1894-95.				Average monthly number of boarders during 1893-94.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Rs.
First ...	47	276	323	1,668	39	295	334	1,795
Second ...	17	147	164	725	22	161	183	746
Third ...	8	198	206	1,100	14	199	213	1,069
Fourth ...	2	182	184	1.321	2	189	191	1,329
Total ...	74	803	877	4,814	77	844	921	4,939

The number of boarders in each circle has fallen off, the decrease for the whole province amounting to 44. Nearly the whole of the difference is accounted for by the smaller number of self-supporting students in the boarding houses. The fees exhibit a corresponding decline. It will be seen that on an average the fee amounts approximately to 8 annas a month for each student.

295. Boarding houses under the control of the head teacher should be attached to every Vernacular Middle school, seeing that these are attended, to a considerable extent, by boys who have passed through the highest class (whether III or IV) in their own village school, and have to live away from their homes in order to continue their studies. The number of boarders attending Vernacular Middle schools during the last two years is given in the following table :—

Circle.	Division.	Number of boarders—					
		Receiving stipends.		Self-supporting.		Total.	
		1895.	1894.	1895.	1894.	1895.	1894.
First	Meerut ...	39	36	187	185	226	221
	Agra ...	39	47	39	37	78	84
	Budelkhand ...	39	32	81	57	120	89
	Total ...	117	115	307	279	424	394
Second	Western Oudh ...	21	23	65	48	86	71
	Eastern „ ...	31	28	59	57	90	85
	Total ...	52	51	124	105	176	156
Third	Allahabad ...	82	118	176	176	258	294
	Benares ...	131	151	342	336	473	487
	Total ...	213	269	518	512	731	781
Fourth	Rohilkhand ...	55	68	141	121	196	189
	Kumaun ...	21	...	61	85	82	85
	Total ...	76	68	202	206	278	274
	GRAND TOTAL ...	458	503	1,151	1,102	1,609	1,605

296. It is important that the boarding houses should be clean and strictly managed. In many places it seems to be considered enough if any sort of shed, however dirty and insanitary, is handed over to the boys, who are left to herd together in it as best they can. To provide such inadequate accommodation is not to do one's duty, but to neglect it; but it is too often looked upon in the former light. In the First Circle want of funds blocks the way of further progress, and in the Bundelkhand Division, Jalaun is the only district which has regular boarding houses; in other Divisions they are few in number. In the Fyzabad, Bahraich, Unao and Hardoi Districts of Oudh there are no boarding houses, and but one in Gonda where the want of more accommodation is felt. Fatehpur has 7 boarding houses, but they are described as the worst in the Allahabad Division. In Cawnpore there are 9 boarding houses, fairly good buildings. In other districts of the Allahabad Division some of the houses are described as 'hardly fit for boarders,' others 'as not very bad.' In Moradabad and Pilibhít almost all the Middle Schools have boarding houses attached to them. In Bareilly, the best school in the district, or rather in the Rohilkhand Division, *viz.*, the Bareilly tahsili school, is not provided with a boarding house, and the want is much felt by boys from surrounding villages who attend the school. In Garhwál rooms of nine feet by nine were considered sufficiently large to house nine inmates each; but it is satisfactory to learn that steps have been taken to improve these narrow quarters by removing the rubbish which more or less filled them up, and otherwise by giving attention to the objectionable state in which they have hitherto been left. In the Benares Division there is generally no improvement on last year, when the Assistant Inspector gave a very bad account of the state of the boarding houses, particularly in the Gorakhpur District. The question has been referred to the Chairman of the District Board, and it is hoped that something will be done to put things right. The Deputy Inspector has reported on the condition of all the houses, and he says: "to call the shabby sheds that stand here and there about town schools boarding houses is simply a misnomer. I would call them simply cooking sheds for teachers, and in fact they are fit for nothing else." He thinks it would require about Rs. 3,600 to build ordinary good boarding houses in the district, where there are 232 so-called boarders.

Text books having a direct bearing on conduct either by means of precept or example.

297. The Education Commission favoured the preparation of a systematic moral text book founded upon the fundamental principles of natural religion for use in all Government and non-Government colleges; but eventually the suggestion did not meet with the acceptance of the Government of India or the Secretary of State, and a Resolution was recorded in favour of the use in schools of text-books having a direct bearing on conduct either by means of precept or example, as an aid to the moral influence which a properly selected and trained teacher ought to exercise over his scholars. The end in view is thus made to depend in the first place, upon the choice and training of teachers, and in the second place, and by way of supplement, upon the choice or preparation of text-books for general reading. Hitherto nothing definite has been done in these Provinces for the training of teachers for their work, except in a very minor degree in the case of vernacular school teachers. Applicants for appointments have had to be judged chiefly by their educational qualifications; and it is fortunately the case that the mental discipline necessary for distinguished success at the University frequently induces a corresponding moral development, which does qualify a man to exercise a healthy moral influence over pupils entrusted to his charge. Nevertheless much more satisfactory results may be anticipated when the teachers themselves are definitely trained for the purpose, when they are equipped, to begin with, with the thoughts and with the story of the experience of others, when they thus have the treasures of the past placed at their disposal to draw upon for impulse and guidance, than can be hoped for when each man has to begin for himself, and to grope on in the dark. As regards the choice of text-books, the Anglo-Oriental Readers prepared by Mr. J. C. Nesfield in 1889 and subsequent years were compiled with reference to the principle laid down by the Government of India, and have met with the favour of those who are interested in the promotion of moral education, including missionaries engaged in educational work. They are prescribed for use in the primary and middle sections of State Anglo-Vernacular schools, and are also used to a large extent in aided schools. Mr. Nesfield also prepared a senior Reader for use in High Schools, which was and still is prescribed by the Allahabad University as a text-book for the Entrance course. It is, however, intended to replace it shortly, some change being considered at length desirable, by a Reader which is being prepared at the request of the Syndicate by Mr. A. Thomson, Principal of the Agra College.

298. The Vernacular readers and courses in the Oriental Classical Languages are revised from time to time, and the necessity of excluding whatever is likely to injuriously affect the morals of the scholars is carefully borne in mind.

College discipline.

299. Discipline in college, is, I am given to understand, often much resented by the students, who prefer, and sometimes insist upon, doing that which is right in their own eyes with regard to attendance at lectures, and that outward respect for

their lecturers which is characteristic of English Universities. Submission to discipline even in what would no doubt be called minor matters, and the stricter observance of good manners, in fact gentlemanly behaviour, are really more important and would, in the end be more valuable to our students than some of their studies in literature or philosophy, if they would but see it. There is something not quite right about the tone of a college where the students protest even informally against doing a thing because they are told to do it. Seeing that the best of them will eventually be drafted off to the public services where strict discipline must be required of them, and where want of it is likely to prove fatal to their chances in life, it would be an advantage for them to learn the lesson of obedience early, and not to forget it during their college course.

As it is, the general desire to get through the examinations acts as a powerful check upon irregularity of any kind, and no flagrant breaches of discipline have been brought to my notice. The numerous literary and debating societies among college students, by regulating their relations among themselves, produce a good disciplinary as well as intellectual effect, and the development of the love for sports and games must tend to act powerfully in the same direction.

300. The following extract from the report of the Canning College, Lucknow, by Mr. Pirie, the officiating Principal, alludes to one of the commonest faults of discipline in all educational institutions in this country, *viz.*, the readiness of students to absent themselves from their classes on any excuse, and to set all rules and regulations on one side to suit their own convenience or desires. Absolutely inflexible rules are not wanted, but students seem to think that their mere desire for a relaxation of the rules in their favour fully entitles them to it, which means that discipline and obedience are shadows and unreal. Mr. Pirie writes :—

"One of the greatest difficulties we have to contend with is the utter inappreciation of discipline both by students and their guardians. It is quite a common thing for a student to stay away for a fortnight or even more to get married, or to attend the marriage of some of his relations or some other ceremony, and the time thus lost can never be made up. Some improvement might be made in this sad matter by more stringent rules, but the real offenders are the parents and guardians. If students will not attend their College lectures with regularity, they should be debarred from wasting our time. The older Universities in England have very strict rules in this respect, and we should do well to follow their example."

"In regard to the difficulty alluded to by Mr. Ward in his second para., while it may be doubted whether even the strict rules of the older Universities in England would avail much against the influence of customs probably much older than themselves, it is at the same time certain that parents and guardians could by a little consideration and contrivance, do much to remove this obstacle to the success of a student's College career. If, for instance, a Hindu father will insist on his son getting married while a student at College, he might without much difficulty so arrange matters that the marriage ceremony may occupy a fortnight, either in the fortunate months *Jeth* and *Assar*, which correspond to our hot weather vacation, or during the Christmas holidays, which fall in the equally auspicious month of *Pous*. A Muhammadan father in similar circumstances, has a wider choice of periods for the selection of the seven days necessary for his purpose. Leave to attend the marriage ceremony of a near relative need not exceed three or four days."

Introduction of religious instructions in Government Schools and Colleges.

301. A scheme proposed by Nawab Mushtaq Husain for the introduction of religious instruction in school hours in Government Schools and Colleges was under consideration during the year, and since the close of the year Government has decided to give a trial to the scheme, but in somewhat modified form, and to introduce it experimentally into the High School at Amroha in the Moradabad District. A report of the working of the scheme will be submitted after a trial of six months.

CHAPTER XIV.—THE PREPARATION AND DISTRIBUTION OF TEXT BOOKS.

302. During the year under report the Circle Committees for the selection of text books for use in the Schools have been superseded by the appointment of a Provincial Text Book Committee, of which the first formal General meeting was held in Allahabad in October 1894. A second General meeting was held in January 1895, and was occupied with the revision of the rules, with a view to facilitating the business of the Committee. The Committee consists of not more than 40 members, of whom not more than 20 are to be *ex-officio* members appointed by Government; 5 more are appointed by the Missionary Educational Union of the North-Western Provinces and Oudh from among the Managers, Principals or Teachers in Mission Colleges and Schools; 5 are appointed by the Director of Public Instruction from the Educational

Department; and 10 may be appointed by Government from among the official or non-official community. The chief duties of the Committee are (*a*) to select text books for State Schools, (*b*) to draw up lists of alternative books for use in unaided Schools, or, when desirable, in State Schools, (*c*) to recommend changes in text books prescribed by the University, by Government, or by the Department, (*d*) to make suggestions for the preparation of any new books that may be wanted, (*e*) to prepare a list of books suitable for school prizes; and (*f*) to suggest books for School libraries and for purposes of reference in class teaching. The recommendations of the Committee are subject to the confirmation of the Director of Public Instruction. Sub-Committees are appointed to deal with books in the various branches of education, and they report to the General Committee with whom the final recommendation rests. Among the matters dealt with at the General meeting in October 1894 were books of translation exercises, English copy books, English Readers, Mathematical text books (Arithmetic, Algebra, Euclid), text books in Book-keeping and History of India, Urdu Readers, Vernacular text books in Grammar, and Hindi and Persian Readers.

303. The number of books that have been received by the Text Book Committee is so large that it has been impossible to deal with all that have been sent; and it will be necessary to go systematically through the prescribed courses for the various classes, and to consider the available books in connexion with those courses.

304. The copyright of a few books is nominally in the hands of the Department, but no royalty has been received on any of them. There has not hitherto been any proper control over the authors of vernacular text books, even when such text books are nominally the copyright of the Department, as regards the style, the paper and the printing, or lithography, of successive editions of books prescribed for use. It has therefore sometimes happened that successive editions have been brought out on inferior paper, with worse printing or lithography, and at an increasing price, without the facts being brought formally to the notice of the Department. Yet it is necessary to be fully as careful of the style and quality of the books placed in the hands of our scholars as of the matter which they contain. Bad and almost illegible books put a superfluous obstacle in the way of education, and damage the mental as well as the bodily vision of boys who 'pore with blinded eyesight over miserable books.' It is educationally sound to see that everything placed in a school boy's hand is as nearly perfect as can be. The script of many of the school books in use in these Provinces leaves much room for improvement.

305. Pandit Rama Shanker Misra brought to the notice of Government certain defects in the poetical pieces in the series of Oudh Hindi Readers. In G. O. No. $\frac{314}{\text{III.}-643}$, dated 17th October 1894, His Honor the Lieutenant-Governor remarked that the thorough revision of the books was a matter of urgency, if they were to be retained for use in schools. These books were also not approved by the Provincial Text Book Committee for use in schools; but under the conditions of the agreement with the publisher, the late M. Newal Kishore, other Readers could not be introduced, and hence it was found necessary to have them revised; and arrangements have accordingly been made for their revision.

306. Books are supplied to vernacular schools by the Deputy Inspectors of the various districts in their private capacity; they thus in most cases enjoy a practical monopoly within their districts. I have enquired into the working of this plan, and find that it is not altogether satisfactory. Complaints sometimes reach me from book sellers or printers that money is owing to them from Deputy Inspectors who have been transferred from one district to another. Undue pressure is also apt to be brought on schoolmasters to dispose of books for the profit of the Deputy Inspector. A case came under my notice in which there was a quarrel between the Deputy Inspector and a village school teacher regarding the commission which the former had promised to the latter on his sales of books, but which he afterwards refused to pay. There is, therefore, much to say against the system, and the matter needs consideration to see what improvement should be adopted.

ALLAHABAD:
The 1st October 1895.

T. C. LEWIS,
Director of Public Instruction,
North-Western Provinces and Oudh.

GENERAL TABLES Nos. I—VII.

I.—Abstract of number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Atttendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-Western-Provinces and Oudh at the end of the Official year 1894-95.

(For details see General Table III.)

AREA AND POPULATION*.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University Education.		School Education, General.		School Education, Special.							
Total Area in Square Miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary. Schools.	Primary Schools.	Training Schools.	All other special Schools.	Total of Public Institutions.	Advanced	Elementary	Grand Total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1,07,502	Towns 484 Villages 1,05,716 Total 1,06,200	Males ... 24,303,601 Females... 22,601,484 Total 46,905 085	Institutions. For males	18	9	465	4,072	3	28	4,595	1,492	4,571	10,658	Institutions to number of Towns and Villages. 10·04	
			Institutions. For females	1	...	29	263	1	2	296	...	129	425	Institutions to number of Towns and Villages. ·40	
			Total ...	19	9	494	4,335	4	30	4,891	1,492	4,700	11,083	10·44	
			Scholars. Males ...	2,025	941	56,144	1,57,225	265	2,023	2,18,623	15,218	48,948	2,82,789	Male scholars to male population of school-going age. 7·76	
			Scholars. Females ...	7	...	2,275	7,798	87	158	10,325	131	2,099	12,555	Female scholars to female population of school-going age. ·37	
			Total ...	2,032	941	58,419	1,65,023	352	2,181	2,28,948	15,349	51,047	2,95,344	4·20	

* Census of 1891.

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1894-95.

(For details, see General Table IV).

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males ...	3,29,705	1,65,733	1,143,709	6,24,306	45,910	47,487	23,56,850	46,008	45,265	2,44,690	95,289	2,94,636	33,914	1,04,320	8,64,122	36,04,509	
For females ...	3,960	...	2,62,727	1,08,795	7,560	495	3,83,537										
Total ...	3,33,665	1,65,733	14,06,436	7,33,101	53,470	47,982	27,40,387	46,008	45,265	2,44,690	95,289	2,94,636	33,914	1,04,320	8,64,122	36,04,509	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	24·9	23·9	23·0	4·0	...	4·5	80·3	...	7·7	...	5·1	6·4	...	·5	19·7	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·2	...	26·7	38·8	3·4	·6	69·7	...	...	17·4	1·5	9·0	·6	1·8	30 3	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction,	5·2	...	59·2	27·8	...	·7	92·9	...	...	...	3·1	3·0	·2	·8	7·1	100	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	9·3	4·6	39·0	20·3	1·5	1·3	76·0	1·3	1·3	6·8	2·6	8·2	·9	2·9	24·0	100	

GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1894-95—(concluded).

(For details see General Table IV).

1	Total Direct Expenditure on Public Instruction.							Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
	2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Government Institutions { Cost to Provincial Revenues	104 2 1	343 14 4	1 11 6	...	...	22 2 5	20 13 11	
Government Institutions { Cost to Local and Municipal Funds ...	3 6 6	...	21 1 9	6 0 10	170 0 1	3 2 8	17 5 9	
Total Cost ...	138 2 0	366 2 5	37 4 9	9 15 10	170 10 8	30 1 3	50 10 4	
Local Fund Schools ... { Cost to Provincial Revenues	...	...	0 0 2	...	...	...	...	
Local Fund Schools ... { Cost to Local Funds	...	...	4 15 1	3 8 10	...	...	3 12 7	
Total Cost ...	...	...	6 12 9	3 12 6	...	...	4 4 8	
Municipal Schools ... { Cost to Provincial Revenues	...	...	...	...	...	...	...	
Municipal Schools ... { Cost to Municipal Funds ...	...	...	8 6 1	5 1 9	...	...	6 5 4	
Total Cost ...	...	...	17 7 6	5 13 8	...	...	10 3 1	
Aided Institutions ... { Cost to Provincial Revenues	51 15 10	11 14 1	7 5 6	2 11 9	...	...	7 3 7	
Aided Institutions ... { Cost to Local and Municipal Funds ...	5 12 1	...	6 6 10	3 10 4	17 9 5	5 8 9	5 8 0	
Total Costs ...	167 6 1	38 14 6	50 13 4	16 0 6	86 14 4	11 0 11	42 10 4	
Unaided Institutions ... ... Total Costs ...	292 15 8	33 4 1	26 15 0	9 3 6	...	7 7 10	33 8 6	
All Institutions ... { Cost to Provincial Revenues	71 15 6	150 9 6	2 6 0	0 2 4	...	11 11 0	2 2 2	
All Institutions ... { Cost to Local and Municipal Funds ...	4 3 8	...	7 10 7	3 10 1	135 3 2	3 14 8	4 14 0	
Total Cost ...	163 10 3	117 1 1	24 10 1	4 9 11	150 3 2	26 13 8	12 6 0	

GENERAL TABLE III.

Return of Colleges, Schools *and* Scholars *in the North-Western Provinces and Oudh, for the official year* 1894-95.

Class of institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	3	572	577	525	...	...	...	...
University Education. — Oriental	2	336	362	314	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
University Education. — Law	2	211	210	179	...	...	...	...
University Education. — Engineering	1	189	189	169	...	...	...	...
Total ...	8	1,308	1,338	1,187	...	...	...	...
Secondary Schools.								
School Education, General. — For Boys ... High Schools ...	34	6,806	6,818	5,909	1	131	128	103
School Education, General. — For Boys ... Middle Schools English ...	7	725	702	578	14	1,330	1,231	1,045
School Education, General. — For Boys ... Middle Schools Vernacular,	...	...	...	...	296	30,243	29,571	23,664
School Education, General. — For Girls ... High Schools ...	...	...	...	...	...	...	...	...
School Education, General. — For Girls ... Middle Schools English ...	...	...	...	...	...	...	...	...
School Education, General. — For Girls ... Middle Schools Vernacular,	...	...	...	...	2	43	44	35
Total ...	41	7,531	7,520	6,487	313	31,747	30,974	24,847
Primary Schools.								
School Education, General. — For Boys	35	3,028	2,828	2,401	3,938	1,49,194	1,43,479	1,13,359
School Education, General. — For Girls	...	...	...	...	128	2,990	2,930	2,247
Total ...	35	3,028	2,828	2,401	4,066	1,52,184	1,46,409	1,15,606
Schools for special Instruction.								
School Education, Special. — Training Schools for Masters ...	3	265	269	256	...	...	...	...
School Education, Special. — Training Schools for Mistresses ...	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	2	282	265	254	...	...	...	...
School Education, Special. — Industrial Schools	1	106	112	87	...	...	...	...
School Education, Special. — Other Schools	18	739	837	609	...	...	...	...
Total ...	24	1,392	1,483	1,206	...	...	...	...
Total of Colleges and Schools of Public Instruction.	108	13,259	13,169	11,281	4,379	1,83,931	1,77,383	1,40,453

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-Western*

Class of institutions.	PUBLIC INSTITUTIONS—(*concluded*). UNDER PRIVATE MANAGEMENT. Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls mont ly during the year.	Average daily attendance.	Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.
1	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
UNIVERSITY EDUCATION. English	6	918	903	799	6	164	158	137	15	1,654
UNIVERSITY EDUCATION. Oriental	2	42	39	30	...	...	...	...	4	378
Colleges or Departments of Colleges for Professional Training.										
UNIVERSITY EDUCATION. Law	2	314	315	258	4	227	222	187	8	752
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	1	189
Total ...	10	1,274	1,257	1,087	10	391	380	324	28	2,973
Secondary Schools.										
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	47	9,479	9,340	7,852	5	915	898	678	87	17,331
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools English ...	41	4,656	4,529	3,690	11	1,080	976	767	73	7,791
SCHOOL EDUCATION, GENERAL. For Boys. Middle Schools Vernacular ...	8	690	673	521	1	64	53	45	305	30,997
SCHOOL EDUCATION, GENERAL. For Girls. High Schools ...	16	1,539	1,483	1,340	...	...	...	...	16	1,539
SCHOOL EDUCATION, GENERAL. For Girls. Middle Schools English ...	10	681	622	572	1	37	29	26	11	718
SCHOOL EDUCATION, GENERAL. For Girls. Middle Schools Vernacular ...	...	...	...	...	...	...	...	...	2	43
Total ...	122	17,045	16,647	13,975	18	2,096	1,956	1,516	494	58,419
Primary Schools.										
For Boys	78	4,221	4,038	3,181	21	723	749	511	4,072	1,57,166
For Girls	128	4,630	4,490	3,528	7	237	238	201	263	7,857
Total ...	206	8,851	8,528	6,709	28	960	987	712	4,335	1,65,023
Schools for Special Instruction.										
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters, ...	...	...	...	...	...	...	...	...	3	265
SCHOOL EDUCATION, SPECIAL. Ditto for Mistresses.	1	87	87	87	...	...	...	...	1	87
SCHOOL EDUCATION, SPECIAL. Medical Schools ...	...	...	...	...	...	...	...	...	2	282
SCHOOL EDUCATION, SPECIAL. Industrial Schools ...	3	170	161	156	...	...	...	...	4	276
SCHOOL EDUCATION, SPECIAL. Other Schools ...	4	725	771	571	2	159	155	114	24	1,623
Total ...	8	982	1,019	814	2	159	155	114	34	2,533
Total of Colleges and Schools of Public Instruction.	346	28,152	27,451	22,585	58	3,606	3,478	2,666	4,891	2,28,948
PRIVATE INSTITUTIONS. 1. *Advanced teaching* :— (*a*) Arabic or Persian									1,103	11,202
PRIVATE INSTITUTIONS. 1. *Advanced teaching* :— (*b*) Sanskrit									345	3,863
PRIVATE INSTITUTIONS. 1. *Advanced teaching* :— (*c*) Any other oriental classic									44	284
PRIVATE INSTITUTIONS. 2. Elementary, teaching a vernacular only or mainly ... For Boys									3,066	35,008
PRIVATE INSTITUTIONS. 2. Elementary, teaching a vernacular only or mainly ... For Girls									61	619
PRIVATE INSTITUTIONS. 3. Elementary, teaching the Koran ... ... For Boys									1,505	14,826
PRIVATE INSTITUTIONS. 3. Elementary, teaching the Koran ... ... For Girls									68	594
Total ...									6,192	66,396
GRAND TOTAL ...									11,083	2,95,344

TABLE III—(*concluded*).

Provinces and Oudh for the official year 1894-95.

Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,627	1,028	6	45	46	1,223	334	6	...	...	
42	378	...	...	...	345	33	...	...	...	
752	...	...	2	14	562	172	2	...	...	
...	...	...	60	2	95	31	1	...	...	
2,421	1,406	6	107	62	2,225	570	9	...	...	
17,237	9,944	11,542	1,309	618	11,891	3,494	19	66	...	
7,347	3,002	6,262	170	496	5,513	1,597	15	...	...	
...	38	31,018	1	56	23,034	7,901	5	...	...	
1,481	406	871	1,164	366	8	1	...	...	76	
409	15	818	4	705	7	1	1	...	15	
...	16	27	...	...	25	18	...	...	...	
26,474	13,421	50,538	2,648	2,241	40,478	13,012	40	66	91	
4,770	296	1,57,475	248	800	1,35,024	21,001	93	68	...	
774	80	7,795	355	996	2,426	2,005	75	...	127	
5,544	376	1,65,270	603	1,796	1,39,450	23,006	168	68	127	
...	...	530	...	...	222	43	...	...	...	
87	...	174	...	87	...	...	...	...	...	
...	...	282	1	70	146	65	...	...	...	
100	...	210	5	172	53	46	...	...	...	
120	423	1,268	..	1	1,258	364	...	...	...	
307	423	2,464	6	330	1,679	518	...	...	...	
34,746	15,6 6	2,18,278	3,364	4,429	1,83,832	37,106	217	134	9218	
...	11,202	...	...	...	3,647	7,555	...	131	...	
...	3,863	...	...	...	3,863	...	...			
...	284	...	...	...	260	21	3			
1,872	7,427	25,898	...	119	27,396	7,489	4	321	...	
...	45	574	...	95	273	251	...	...	3	
...	14,826	...	...	...	25	14,774	27	590	...	
...	594	...	...	...	...	592	2	...	22	
1,872	38,241	26,472	...	214	35,464	30,682	36	1,042	25	
36,618	53,867	2,44,750	3,364	4,643	2,19,296	67,788	253	1,176	243	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education. — English	83,855	3,199	...	27,225	...	1,002	1,15,281
University Education. — Oriental	13,922	...	...	...	...	498	14,420
University Education. — *Colleges or Departments of Colleges for Professional Training.*							
University Education. — Law	...	...	...	7,580	...	...	7,580
University Education. — Engineering	1,37,215	...	...	...	...	1,300	1,38,515
Total	2,34,992	3,199	...	34,805	...	2,800	2,75,796
Secondary Schools.							
School Education, General. — For Boys... High Schools	12,926	1,30,733	13,126	96,032	1,150	5,445	2,59,412
School Education, General. — For Boys... Middle Schools English	...	13,553	1,329	5,332	592	237	21,043
School Education, General. — For Boys... Middle Schools Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls... High Schools	...	...	...	...	...	...	...
School Education, General. — For Girls... Middle Schools English	...	...	...	...	...	...	...
School Education, General. — For Girls... Middle Schools Vernacular	...	...	...	...	...	...	...
Total	12,926	1,4 4,286	14,455	1,01,364	1,742	5,682	2,80,455
Primary Schools.							
School Education, General. — For Boys	...	10,981	6,141	10,654	176	297	28,249
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	...	10,981	6,141	10,654	176	297	28,249
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters	...	45,731	...	...	...	179	45,910
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	21,896	...	...	...	2,295	...	24,191
School Education, Special. — Industrial Schools	4,996	...	...	196	...	11	5,203
School Education, Special. — Other Schools	...	3,842	...	2,395	...	886	7,123
Total	26,892	49,573	...	2,591	2,295	1,076	82,427
Buildings	37,279	27,410	246	118	287	40	65,380
Furniture and Apparatus (Special grants only)	80	1,360	...	1,318	55	...	2,813
Total	37,359	28,770	246	1,436	342	40	68,193
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total expenditure on Public Instruction	3,12,169	2,36,809	20,842	1,50,850	4,555	9,895	7,35,120

TABLE IV.

North-Western Provinces and Oudh, for the official year 1894-95.

Institutions.

Management.

Managed by Local Fund and Municipal Boards.

Provincial Revenues.	Local Funds	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,400	816	1,814	9	170	5,209
300	3,650	11,640	7,142	...	255	22,987
...	1,44,197	7,691	45,223	36	348	1,97,495
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	728	619	...	...	40	1,387
300	1,50,975	20,766	54,179	45	813	2,27,078
...	4,97,179	13,517	26,252	1,589	3,242	5,41,779
...	13,346	3,916	...	...	...	17,262
...	5,10,525	17,433	26,252	1,589	3,242	5,59,041
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	96,554	1,508	1,186	50	...	99,298
...	6,951	61	5,990	120	...	13,122
...	1,03,505	1,569	7,176	170	...	1,12,420
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
300	7,65,005	39,768	87,607	1,804	4,055	8,98,539

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public — Under Private — Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. — English	47,788	...	5,332	30,852	3,895	66,569	1,54,436
UNIVERSITY EDUCATION. — Oriental	1,184	60	28	8	24	1,933	3,237
UNIVERSITY EDUCATION. — *Colleges or Departments of Colleges for Professional Training.*							
UNIVERSITY EDUCATION. — Law	3,743	...	...	5,982	...	2,530	12,255
UNIVERSITY EDUCATION. — Engineering	...	...	...	...	...	...	...
Total ...	52,715	60	5,360	36,842	3,919	71,032	1,69,928
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. — For Boys ... High Schools ...	73,325	50,394	15,321	2,68,914	7,649	76,666	4,92,269
SCHOOL EDUCATION, GENERAL. — For Boys ... Middle Schools English ...	5,516	19,746	9,742	27,110	6,889	17,886	86,883
SCHOOL EDUCATION, GENERAL. — For Boys ... Middle Schools Vernacular ...	...	2,084	336	1,107	588	1,989	6,104
SCHOOL EDUCATION, GENERAL. — For Girls ... High Schools ...	43,444	2,760	330	1,35,867	100	50,533	2,33,034
SCHOOL EDUCATION, GENERAL. — For Girls ... Middle Schools English ...	...	6,286	...	532	400	20,755	27,923
SCHOOL EDUCATION, GENERAL. — For Girls ... Middle Schools Vernacular ...	...	...	...	...	...	...	...
Total ...	1,22,285	81,214	25,729	4,33,530	15,626	1,67,829	8,46,213
Primary Schools.							
SCHOOL EDUCATION, GENERAL. — For Boys	8,264	11,101	2,300	6,126	11,660	11,499	50,950
SCHOOL EDUCATION, GENERAL. — For Girls	15,046	14,910	2,764	7,341	12,000	33,703	85,764
Total ...	23,310	26,011	5,064	13,467	23,660	45,202	1,36,714
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Training Schools for Mistresses	...	2,400	...	870	...	4,290	7,560
SCHOOL EDUCATION, SPECIAL. — Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Industrial Schools	...	1,560	...	56	15	856	2,487
SCHOOL EDUCATION, SPECIAL. — Other Schools	...	2,940	672	1,092	580	2,533	7,817
Total ...	...	6,900	672	2,018	595	7,679	17,864
Buildings	150	3,464	1,300	5,248	63,979	45,068	1,19,209
Furniture and Apparatus (Special grants only)	...	119	190	2,743	1,319	12,881	17,252
Total ...	150	3,583	1,490	7,991	65,298	57,949	1,36,461
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Special Schools other than Training Schools.	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction...	1,98,460	1,17,768	38,315	4,93,848	1,09,098	3,49,691	13,07,180

TABLE IV—(*concluded*).

North-Western Provinces and Oudh for the official year 1894-95—(concluded).

institutions—(*concluded*)									
management.				Total Expenditure from—					
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	Grand Total.
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
9,005	1,272	36,014	46,291	1,31,643	3,199	5,332	67,082	1,08,752	3,16,008
...	...	...	...	15,106	60	28	8	2,455	17,657
5,502	...	1,881	7,383	3,743	...	...	19,064	4,411	27,218
...	...	...		1,37,215	...	...	...	1,300	1,38,515
14,507	**1,272**	**37,895**	**53,674**	**2,87,707**	**3,259**	**5,360**	**86,154**	**1,16,918**	**4,99,398**
9,784	600	28,057	38,441	86 251	1,83,527	29,263	3,7[illegible],544	1,19,746	7,95,331
3,302	3,317	6,433	13,052	5,816	36,943	22,711	42,[illegible]86	35,609	1,43,965
...	814	...	814	...	1,46,281	8,027	46,330	3,775	2,04,413
...	...	...	...	43,444	2,760	330	1,35,867	50,633	2,33,034
15	...	368	383	...	6,236	...	547	21,523	28,306
...	...	...	...	...	728	619	...	40	1,387
13,101	**4,731**	**34,858**	**52,690**	**1,35,511**	**3,76,475**	**60,950**	**6,02,174**	**2,31,326**	**14,06,436**
455	1,299	1,574	3,328	8,264	5,19,261	21,958	43,487	31,336	6,24,306
2	199	5,568	5,769	15,046	28,256	6,680	7,343	51,470	1,08,795
457	**1,498**	**7,142**	**9,097**	**23,310**	**5,47,517**	**28,638**	**50,830**	**82,806**	**7,33,101**
...	...	...	...	...	45,731	...	...	179	45,910
...	...	...	...	...	2,400	...	870	4,290	7,560
...	...	...	...	21,896	...	...	...	2,295	24,191
...	...	...	...	4,996	1,560	...	252	882	7,690
97	186	878	1,161	...	6,782	672	3,584	5,063	16,101
97	**186**	**878**	**1,161**	**26,892**	**56,473**	**672**	**4,706**	**12,709**	**1,01,452**
...	530	10,219	10,749	37,429	1,27,428	3,054	6,552	1,20,173	2,94,636
66	50	611	727	80	8,430	251	10,117	15,036	33,914
66	**580**	**10,830**	**11,476**	**37,509**	**1,35,853**	**3,305**	**16,669**	**1,35,209**	**3,28,550**
...	...	...	...	...	...	...	46,008	...	46,008
...	...	...	...	45,265	...	...	...	...	45,265
...	...	...	...	...	2,44,690	...	...	...	2,44,690
...	...	...	...	12,251	159	945	...	20,557	33,912
...	...	...	...	...	...	...	...	...	...
...	...	...	...	8,873	21,216	2,253	1,810	8,876	43,028
...	...	...	...	9	44	24	90	3,161	3,328
...	...	...	...	9,024	36	...	...	5,961	15,021
...	...	...	...	3,233	25,237	795	33,671	41,384	1,04,320
...	...	...	...	**78,655**	**2,91,382**	**4,017**	**81,579**	**79,939**	**5,35,572**
28,228	**8,267**	**91,603**	**1,28,098**	**5,89,584**	**14,10,964**	**1,02,943**	**8,42,112**	**6,58,907**	**36,04,509**

GENERAL

Return of the stages of Instruction of Pupils in Public Schools for General

Class of Schools.		Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the lower Secondary (Middle) Stage.		
				1			2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—									
For Boys... Government	English	41	7,531	1,208	...	1,208	2177	...	2,177
	Vernacular	...	...	...	...	...	...	...	...
Local Fund	English	3	257	...	...	...	44	...	44
	Vernacular	293	29,795	...	...	...	5,723	...	5,723
Municipal	English	12	1,204	23	...	23	271	...	271
	Vernacular	3	448	...	...	...	40	...	40
Aided	English	88	14,135	1,302	5	1,307	3,073	23	3,096
	Vernacular	8	690	...	...	...	134	...	134
Unaided	English	16	1,995	116	...	116	353	...	353
	Vernacular	1	64	...	...	...	8	...	8
Total		465	56,119	2,649	5	2,654	11,823	23	11,846
For Girls... Government	English	...	...	...	...	...	...	...	...
	Vernacular	...	...	...	...	...	...	...	...
Local Fund	English	...	...	...	...	...	...	...	...
	Vernacular	1	27	...	...	...	...	5	5
Municipal	English	...	...	...	...	...	...	...	...
	Vernacular	1	16	...	...	...	...	16	16
Aided	English	26	2,220	...	127	127	1	519	520
	Vernacular	...	...	...	...	...	...	...	...
Unaided	English	1	37	...	...	...	...	7	7
	Vernacular	...	...	...	...	...	...	...	...
Total		29	2,300	...	127	127	1	547	548
Total, Secondary Schools		494	58,419	2,649	132	2,781	11,824	570	12,394
Primary Schools—									
For Boys... Government		35	3,028	...	...	...	...	...	...
Local Fund		3,883	1,46,874	...	...	...	...	...	...
Municipal		55	2,320	...	...	...	...	...	...
Aided		78	4,221	...	...	...	...	...	...
Unaided		21	723	...	...	...	...	...	...
Total		4,072	1,57,166	...	...	...	...	...	...
For Girls... Government		...	...	...	...	...	...	...	...
Local Fund		115	2,651	...	...	...	...	...	...
Municipal		13	339	...	...	...	...	...	...
Aided		128	4,630	...	...	...	...	...	...
Unaided		7	237	...	...	...	...	...	...
Total		263	7,857	...	...	...	...	...	...
Total, Primary Schools		4,335	1,65,023	...	...	...	...	...	...
Grand Total		4,829	2,23,442	2,649	132	2,781	11,824	570	12,394

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1894-95.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,169	...	2,169	1,977	...	1,977	...	...	...	7,531	...	7,531
...	...	...	...	...	...	...	...	...	...	...	...
54	...	54	159	...	159	...	...	...	257	...	257
6,526	...	6,526	17,199	...	17,199	347	...	347	29,795	...	29,795
288	...	288	622	...	622	...	...	...	1,204	...	1,204
76	...	76	323	...	323	9	...	9	448	...	448
3,052	19	3,071	6,456	14	6,470	186	5	191	14,069	66	14,135
124	...	124	376	...	376	56	...	56	690	...	690
391	...	391	1,044	...	1,044	91	...	91	1,995	...	1,995
7	...	7	49	...	49	...	...	...	64	...	64
12,687	19	12,706	28,205	14	28,219	689	5	694	56,053	66	56,119
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	17	17	...	5	5	...	27	27
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	16	16
11	441	452	34	764	798	45	278	323	91	2,129	2,220
...	...	...	...	...	...	...	...	...	...	...	...
...	17	17	...	13	13	...	...	...	...	37	37
...	...	...	...	...	...	...	...	...	...	...	...
11	458	469	34	794	828	45	283	328	91	2,209	2,300
12,698	477	13,175	28,239	808	29,047	734	288	1,022	56,144	2,275	58,419
8	...	8	3,012	...	3,012	8	...	8	3,028	...	3,028
25,960	2	25,962	1,17,244	4	1,17,248	3,664	...	3,664	1,46,868	6	1,46,874
215	...	215	1,985	...	1,985	120	...	120	2,320	...	2,320
529	13	542	3,268	21	3,289	362	28	390	4,159	62	4,221
38	...	38	627	...	627	58	...	58	723	...	723
26,750	15	26,765	1,26,136	25	1,26,161	4,212	28	4,240	1,57,098	68	1,57,166
...	...	...	...	...	...	...	...	...	...	...	...
...	183	183	...	2,347	2,347	...	121	121	...	2,651	2,651
...	42	42	...	297	297	...	...	...	...	339	339
29	280	309	29	3,265	3,294	69	958	1,027	127	4,503	4,630
...	37	37	...	200	200	...	...	...	...	237	237
29	542	571	29	6,109	6,138	69	1,079	1,148	127	7,730	7,857
26,779	557	27,336	1,26,165	6,134	1,32,299	4,281	1,107	5,388	157,225	7,798	1,65,023
39,477	1,034	40,511	1,54,404	6,942	1,61,346	5,015	1,395	6,410	2,13,369	10,073	2,23,442

GENERAL

Return showing the Results of Prescribed Examinations *in the North-*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts.	2	2	1	5	14	15	2	6	37
2. Bachelor of Arts	2	4	2	8	94	149	28	7	278
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. Intermediate Examination ...	3	6	7	16	221	314	62	26	623
Oriental Colleges.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit (*a*)	1	...	...	1	88	...	...	...	88
„ „ Arabic (*b*)	...	1	...	1	...	1	...	...	1
„ „ Persian (*b*)	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (*c*) ...	2	3	24	29	74	6	43	1	124
„ „ „ Arabic (*b*) ...	...	...	...	...	...	...	...	...	...
„ „ „ Persian (*b*) ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (*d*)	4	3	29	36	33	4	87	3	127
„ „ Arabic (*e*) ...	1	3	2	6	1	5	2	1	9
„ „ Persian (*b*) ...	...	1	...	1	...	3	...	...	3
„ „ Urdu	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	5	1	8	38	68	5	...	111
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M.S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					15	...	...	...	15
2. B. C. E.	1	...	...	1	22	...	...	...	22
3. L. C. E.					41	...	...	...	41
4. First L. C. E.					323	...	...	...	323
Teaching.									
1. Licentiate in teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation { Boys ...	35	44	7	86	648	715	88	506	1,957
{ Girls ...	...	10	1	11	...	45	2	6	53
Middle School Examination { Boys ...	346	88	18	452	3,717	1,101	204	1,674	6,696
{ Girls ...	...	7	...	7	...	19	...	1	20
Upper Primary Examination { Boys ...	2,079	135	16	2,230	9,435	1,841	230	186	11,692
{ Girls ...	29	71	...	100	57	182	...	...	239
Lower Primary Examination { Boys ...	4,067	168	19	4,254	21,785	2,366	156	7	24,314
{ Girls ...	60	109	...	169	176	800	...	...	976
Schools for Special Instruction.									
1. Training School Examination for Masters. { Upper ...	3	...	...	3	61	...	...	38	99
{ Lower ...	3	...	...	3	204	...	...	182	386
2. Training School Examination for mistresses { Upper ...	...	...	...	...	...	...	...	...	...
{ Lower ...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination ...	1	...	...	1	51	...	...	2	53
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination. ...	...	1	...	1	...	21	...	...	21

(*a*) Acharya examination of the Sanskrit College, Benares and
(*b*) Panjáb University examinations.
(*c*) Madhyama Pariksha examination of the Sanskrit College,
(*d*) Prathama ditto ditto ditto
(*e*) Mulla examination of Muir Central College, and Maulvi

TABLE VI.

Western Provinces and Oudh during the official year 1894-95.

Number passed.					Race or Creed of passed Scholars.					Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
11	12	13	14	15	16	17	18	19	20	21
11	9	2	4	26	...	2	22	2	...	
50	117	18	1	186	...	2	137	44	3	
...	...	...	...	...	...	...	...	...	...	
71	117	21	2	211	7	8	158	37	1	
...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	
78	...	...	...	78	...	...	78	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
45	1	17	1	64	...	...	64	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
12	...	25	1	38	...	...	38	...	...	
1	5	1	...	7	...	...	...	7	...	
...	2	...	...	2	...	...	...	2	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
9	30	...	...	39	...	...	29	7	3	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
15	...	...	...	15	7	1	6	...	1	Engineer. Upper Subordinate Lower Subordinate. College Entrance. — Roorkee College Examinations.
22	...	...	...	22	16	...	4	2	...	
40	...	...	...	40	...	...	29	11	...	
133	...	...	...	133	44	...	76	13	...	
...	...	...	...	...	...	...	...	...	...	
264	259	34	53	610	36	16	452	96	10	
...	19	2	1	22	20	2	...	...	...	
1,993	474	86	262	2,815	17	18	2,126	652	2	
...	12	...	...	12	10	2	...	...	...	
6,243	1,104	131	61	7,539	60	52	5,991	1,436	...	
43	133	...	...	176	21	73	43	39	...	
17,284	1,674	95	3	19,056	177	118	15,574	3,185	2	
119	456	...	...	575	179	136	183	77	...	
46	...	...	11	57	...	...	48	9	...	
177	...	...	50	227	...	...	186	41	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
49	...	...	2	51	...	5	26	20	...	
...	...	...	...	...	...	...	...	...	...	
...	7	...	...	7	...	7	...	...	...	

Shastri examination of the Panjáb University.

Benares, and Visharada examination of the Panjáb University
Prajna ditto ditto.
examination of the Panjáb University.

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure *on Public*

Objects of Expenditure.			Expenditure of				
			In Institutions managed				
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average Number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1			2	3	4	5	6
							Rs.
	Arts Colleges.						
University Education.	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law		...	...	...	...	...
	Engineering		...	...	...	...	...
	Total ...		...	...	...	...	...
	Secondary Schools.						
School Education, General.	For Boys.	High Schools	...	...	...	...	...
		Middle Schools English	3	257	234	188	300
		Middle Schools Vernacular	293	29,795	29,160	23,367	...
	For Girls.	High Schools	...	...	...	...	...
		Middle Schools English	...	...	...	...	...
		Middle Schools Vernacular	1	27	26	21	...
	Total ...		297	30,079	29,420	23,576	300
	Primary Schools.						
	For Boys		3,883	1,46,874	1,41,223	1,11,492	...
	For Girls		115	2,651	2,581	1,995	...
	Total ...		3,998	1,49,525	1,43,804	1,13,487	...
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters		...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Industrial Schools		...	...	...	...	...
	Other Schools		...	...	...	...	...
	Total ...		...	...	...	...	...
Buildings			...	...	...	...	...
Furniture and Apparatus (Special Grants only)			...	...	...	...	...
	Total ...		...	...	...	...	...
Inspection			...	...	...	...	...
Scholarships held in	Arts Colleges		...	...	...	...	...
	Professional Colleges		...	...	...	...	...
	Secondary Schools		...	...	...	...	...
	Primary Schools		...	...	...	...	...
	Special Schools other than Training Schools.		...	...	...	...	...
Miscellaneous			...	...	...	...	...
	Total ...		...	...	...	...	...
	GRAND TOTAL ...		4,295	1,79,604	1,73,224	1,37,063	300

TABLE VII.

Instruction in the North-Western Provinces and Oudh, for the official year 1894-95.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	3,199	...	...	3,199
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	3,199	...	60	3,259
...	...	...	...	...	...	1,30,733	2,400	50,394	1,83,527
1,031	2,311	785	...	240	4,667	13,553	2,619	19,740	36,943
1,44,197	5,433	44,966	36	348	1,94,980	...	...	2,084	1,46,281
...	...	...	...	...	...	...	...	2,760	2,760
...	...	...	...	...	...	...	...	6,236	6,236
248	...	...	...	40	288	...	480	...	728
1,45,476	7,744	45,751	36	628	1 99,935	1.44,286	5,499	81,214	3,76,475
4,97,143	3,453	24,514	1,433	3,242	5,29,785	10,981	36	11,101	5,19,261
13,346	666	...	...	...	14,012	...	...	14,910	28,256
5 10,489	4,119	24,514	1.433	3,242	5,43,797	10,981	36	26,011	5,47,517
...	...	...	...	...	...	45,731	...	...	45,731
...	...	...	...	...	...	...	...	2,400	2,400
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,560	1,560
...	...	...	...	...	...	3,842	...	2,940	6,782
...	...	...	...	...	...	49,573	...	6,900	56,473
96,540	690	1,098	25	...	98,353	27 410	14	3,464	1,27,428
6,951	...	5,847	66	...	12,864	1,360	...	119	8,430
1,03,491	690	6,945	91	...	1,11,217	28,770	14	3,583	1,35 858
...	...	...	...	...	...	...	...	...	2,44,690
...	...	...	...	...	...	...	...	...	159
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	21,216
...	...	...	...	...	...	...	...	...	44
...	...	...	...	...	...	...	...	...	36
...	...	...	...	...	...	...	...	...	25,237
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	2,91,382
7,59,456	12,553	77,210	1,560	3,870	8,54,949	2 36,809	5,549	1,17,768	14,10,964

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
						Expenditure of	
						In Institutions managed	
1		17	18	19	20	21	22
						Rs.	Rs.
University Education.	*Arts Colleges.*						
	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys ... High Schools	1	131	128	103	...	816
	For Boys ... Middle Schools, English ...	11	1,073	997	857	...	9,329
	For Boys ... Middle Schools, Vernacular ...	3	448	411	297	...	2,258
	For Girls ... High Schools	...	...	...	...	...	...
	For Girls ... Middle Schools, English ...	...	...	...	...	...	...
	For Girls ... Middle Schools, Vernacular ...	1	16	18	14	...	619
	Total ...	16	1,668	1,554	1,271	...	13,022
	Primary Schools.						
	For Boys	55	2,320	2,256	1,867	...	10,064
	For Girls	13	339	349	252	...	3,250
	Total ...	68	2,659	2,605	2,119	...	13,314
School Education, Special.	*Schools for Special Instruction.*						
	Training Schools for Masters	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Buildings	...	...	...	...	...	818
	Furniture and Apparatus (Special grants only)	..	....	...	...	...	61
	Total ...	...	...	...	...	...	879
	Inspection	...	...	...	...	...	...
	Scholarships held in ... Arts Colleges ...	...	...	...	...	...	...
	Scholarships held in ... Professional Colleges ...	...	...	...	...	...	...
	Scholarships held in ... Secondary Schools ...	...	...	...	...	...	...
	Scholarships held in ... Primary Schools ...	...	...	...	...	...	...
	Scholarships held in ... Special Schools other than Training Schools.	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	GRAND TOTAL ...	84	4,327	4,159	3,390	...	27,215

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh, for the official year 1894-95.

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal Expenditure on public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	5,332	5,332	8,531
...	...	...	...	...	...	...	28	28	88
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5,360	5,360	8,619
2,400	1,814	9	170	5,209	13,126	...	15,321	29,263	2,12,790
2,619	6,357	...	15	18,320	1,329	2,311	9,742	22,711	59,654
...	257	...	...	2,515	...	5,433	336	8,027	1,54,308
...	...	...	...	...	...	...	330	330	3,090
...	...	...	...	...	...	...	...	...	6,236
480	...	...	...	1,099	...	...	...	619	1,347
5,499	8,428	9	185	27,143	14,455	7,744	25,729	60950	4,37,425
36	1,738	156	...	11,994	6,141	3,453	2,300	21,958	5,41,219
...	...	...	...	3,250	...	666	2,764	6,680	34,936
36	1,738	156	...	15,244	6,141	4,119	5,064	28,638	5,76,155
...	...	...	...	...	...	...	...	...	45,731
...	...	...	...	...	...	...	...	...	2,400
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,560
...	...	...	...	...	...	...	672	672	7,454
...	...	...	...	...	...	...	672	672	57,145
14	88	25	...	945	246	690	1,300	3,054	1,30,482
...	143	54	...	258	...	...	190	251	8,681
14	231	79	...	1,203	246	690	1,490	3,305	1,39,163
...	...	...	...	...	...	...	...	...	2,44,690
...	...	...	...	...	...	...	...	945	1,104
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,253	23,469
...	...	...	...	...	...	...	...	24	68
...	...	...	...	...	...	...	...	...	36
...	...	...	...	...	...	...	...	795	26,032
...	...	...	...	...	...	...	...	4,017	2,95,399
5,549	10,397	244	185	43,590	20,842	12,553	38,315	1,02,942	15,13,906

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-*

(For Europeans

Class of institutions.	PUBLIC INSTITUTIONS.							
	Under Private Management.							
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	...	...	...	...	2	41	43	35
Total ...	...	...	...	...	2	41	43	35
Secondary Schools.								
School Education, General. — For Boys ... High Schools ...	12	1,311	1,296	1,162	...	...	...	...
For Boys ... Middle Schools English ...	2	177	127	116	...	...	...	...
For Girls ... High Schools ...	12	1,116	1,068	984	...	...	...	...
For Girls ... Middle Schools English ...	...	...	...	...	...	...	...	...
Total ...	26	2,604	2,491	2,262	...	...	...	...
Primary Schools.								
For Boys	6	252	206	183	...	...	...	...
For Girls	10	361	379	310	...	...	...	...
Total ...	16	613	585	493	...	...	...	...
Total of Colleges and Schools of Public Instruction.	42	3,217	3,076	2,755	2	41	43	35

TABLE III.

Western Provinces and Oudh, for the official year 1894-95.

and Eurasians.)

Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
	41	28	28	6	28	...	7	6	...	...	...	
2	41	28	28	6	28	...	7	6	...	...	...	
12	1,311	1,253	503	980	1,293	...	7	8	3	66	...	
2	177	177	9	134	162	...	8	5	2	...	...	
12	1,116	1,116	323	416	1,113	3	...	...	...	...	76	
...	...	...	...	...	...	...	...	...	...	...	...	
26	2,604	2,546	835	1,530	2568	3	15	13	5	66	76	
6	252	252	...	44	244	8	...	...	...	62	...	
10	361	361	...	72	351	2	...	...	8	...	127	
16	613	613	...	116	595	10	...	...	8	62	127	
44	3,258	3,187	863	1,652	3,191	13	22	19	13	128	203	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

(For Europeans

Objects of Expenditure.	Public Institutions.						
	Under private management.						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
UNIVERSITY EDUCATION ... English ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For boys ... High Schools	38,947	180	430	1,92,218	2,449	21,819	2,56,043
For boys ... Middle Schools, English ...	2,156	...	710	3,010	272	3,535	9,683
For girls ... High Schools	39,844	...	330	1,34,479	100	34,905	2,09,658
For girls ... Middle Schools, English ...	...	...	...	...	...	...	...
Total ...	80,947	180	1,470	3,29,707	2,821	60,259	4,75,384
Primary Schools.							
For boys	7,784	1,016	807	2,284	7,859	811	20,561
For girls	10,021	342	918	6,484	1,056	2,234	21,055
Total ...	17,805	1,358	1,725	8,768	8,915	3,045	41,616
Buildings	150	...	...	3,194	300	18,929	22,573
Furniture and Apparatus (special grants only) ...	...	...	...	2,118	...	9,113	11,231
Total ...	150	...	...	5,312	300	28,042	33,804
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	98,902	1,538	3,195	3,43,787	12,036	91,346	5,50,804

TABLE IV.

North-Western Provinces and Oudh, for the Official year 1894-95.

and Eurasians).

Unaided.				Total Expenditure from—					Grand Total.	Remarks.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,012	...	...	6,012	...	...	...	6,012	...	6,012	
6,012	...	...	**6,012**	...	...	...	**6,012**	...	**6,012**	
...	...	...	...	38,947	180	430	1,92,218	24,268	2,56,043	
...	...	...	...	2,156	...	710	3,010	3,807	9,683	
...	...	...	...	39,844	...	330	1,34,479	35,005	2,09,658	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	**80,947**	**180**	**1,470**	**3,29,707**	**63,080**	**4,75,384**	
...	...	...	...	7,784	1,016	807	2,284	8,670	20,561	
...	...	...	...	10,021	342	918	6,484	3,290	21,055	
...	...	...	...	**17,805**	**1,358**	**1,725**	**8,768**	**11,960**	**41,616**	
...	...	...	...	150	...	...	3,194	19,229	22,573	
...	...	...	...	...	...	...	2,118	9,113	11,231	
...	...	...	...	**150**	...	...	**5,312**	**28,342**	**33,804**	
...	...	...	...	...	882	...	...	...	882	
...	...	...	...	228	...	...	...	...	228	
...	...	...	...	1,880	...	...	...	47	1,927	
...	...	...	...	...	...	...	90	...	90	
...	...	...	...	3,058	282	78	3,251	24,180	30,849	
...	...	...	...	**5,166**	**1,164**	**78**	**3,341**	**24,227**	**33,976**	
6,012	...	...	**6,012**	**1,04,068**	**2,702**	**3,273**	**3,53,140**	**1,27,609**	**5,90,792**	

GENERAL

Return of the stages of instruction of pupils in Public Schools for General

(For European

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary Stage but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided English	14	1,488	151	5	156	528	23	551
Total ...	**14**	**1,488**	**151**	**5**	**156**	**528**	**23**	**551**
For Girls ... Aided English	12	1,116	...	105	105	1	392	393
Total ...	**12**	**1,116**	...	**105**	**105**	**1**	**392**	**393**
Total, Secondary Schools ...	**26**	**2,604**	**151**	**110**	**261**	**529**	**415**	**944**
Primary Schools—								
For Boys ... Aided	6	252	...	...	...	...	...	...
Total ...	6	252	...	...	...	...	...	...
For Girls ... Aided	10	361	...	...	...	...	...	...
Total ...	**10**	**361**	...	...	...	...	...	...
Total Primary Schools ...	**16**	**613**	...	...	...	...	...	...
GRAND TOTAL ...	**42**	**3,217**	**151**	**110**	**261**	**529**	**415**	**944**

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1894-95.

and Eurasians.)

Upper Primary stage.			Lower primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
394	19	413	247	14	261	102	5	107	1,422	66	1,488
394	19	413	247	14	261	102	5	107	1,422	66	1,488
11	246	257	19	176	195	45	121	166	76	1,040	1,116
11	246	257	19	176	195	45	121	166	76	1,040	1,116
405	265	670	266	190	456	147	126	273	1,498	1,106	2,604
64	13	77	64	21	85	62	28	90	190	62	252
64	13	77	64	21	85	62	28	90	190	62	252
29	65	94	29	68	97	69	101	170	127	234	361
29	65	94	29	68	97	69	101	170	127	234	361
93	78	171	93	89	182	131	129	260	317	296	613
498	343	841	359	279	638	278	255	533	1,815	1,402	3,217

ORDERS OF GOVERNMENT.

No. $\frac{10}{\frac{XV-48}{3}6}$ OF 1895.

FROM

THE SECRETARY TO GOVERNMENT,
N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES AND OUDH.

DATED ALLAHABAD, THE 8TH JANUARY 1896.

SIR,

I AM directed to acknowledge the receipt of your Report on Public Instruction in the North-Western Provinces and Oudh for the year 1894-95. The report was due on the 15th of September. It is dated the 1st October and was received on the 12th of November. It appears to have reached the Press in instalments, the first being on the 29th August and the last on the 24th October. This report is prepared in the hot weather, when the work of inspection has ceased, and efforts should be made to secure its more punctual submission.

2. This is the first annual report which has been prepared since the receipt of the Second Quinquennial Review of the Progress of Education in India (1887-88—1891-92), and you very properly take advantage of the circumstance to adapt the arrangement of your report, so far as possible, to that of the review, and to consider the position of the North-Western Provinces and Oudh in comparison with the other Provinces of India and Burma. The comparison, it must be admitted, is neither creditable nor encouraging for these Provinces. In the number of children receiving education of any description and in the proportion of those children receiving a simple education in their own vernacular, these Provinces stand at the bottom of the whole list. In the matter of expenditure they occupy much the same position. In total expenditure as measured by the population they fall below all but the Central Provinces and Upper Burma. In average cost for each pupil they exceed all others. In the matter of fee income they stand last of all, indicating that here more than anywhere else the smaller share of the cost of education is borne by the persons who immediately benefit from it and the larger share thrown on the public revenues. This is most marked in the case of the higher education given in colleges and Anglo-vernacular schools, although it is precisely the classes that use these schools who ought to contribute most because they derive the greatest immediate personal advantage from the education imparted, and they can best afford to pay for it. Besides the scanty attendance and the costly character of the schools, it further appears that there is a want of due arrangement for the training and supply of properly-qualified teachers—a want which naturally affects the quality of the teaching and the character of the education afforded.

3. It is further discouraging to find that during the quinquennial period lately reviewed the number and proportion of children receiving

education actually declined, while the expenditure substantially increased. The greater attention directed towards fostering collegiate and higher school education in English to the neglect, or at the expense, of that primary vernacular education which alone can touch the masses of the people, is probably responsible to some extent for this result. Whether due to settled design or to indifference on the part of those officers or bodies who are in a position to influence the course of education, the policy judged by its results requires some reconsideration. The Lieutenant-Governor takes this opportunity of explaining that he recognises the necessity of encouraging higher education in these Provinces. Apart from the general expediency of introducing a fair standard of mental culture and of knowledge among the upper classes of Indian society, the public services in these Provinces are greatly in need of well-educated men; a thorough education in English is as necessary for the Bar as it is for the Bench; while the other learned professions cannot be well learned or efficiently practised by men ignorant of English. It is not the Lieutenant-Governor's desire or intention to withdraw any of the existing facilities for obtaining English education of a superior order; on the contrary, he hopes to extend and develop them. But those who benefit by the colleges and secondary schools belong as a rule to the wealthy classes. For poorer students of ability and ambition provision is, to some extent at all events, appropriately made, partly in the shape of scholarships and endowments, partly in other ways. It is right and necessary that those wealthy classes, for whose personal advantage and advancement colleges and superior schools are maintained, should bear their fair share of the cost. Sir Antony MacDonnell regards the provision of primary education, conveyed in the vernacular and confined to the simplest branches of knowledge, as a first charge on the public funds available for the purpose. It is a duty which rests on the Government, and he cannot postpone the fulfilment of that duty in favour of the provision of higher education for the wealthier classes at an abnormally cheap rate. In the present stage of educational development in the Provinces he conceives it the business of the State to furnish the necessary facilities and assistance for such advanced instruction, but at the same time to require those who benefit by it to bear their legitimate share of the expense.

4. The following statement compares the cost of each kind of education in these and in the neighbouring Provinces, and indicates what room there is for improvement here. The figures are taken from the latest available reports :—

		N.-W. Provinces.	*Bengal.*	*Central Provinces.*	*Panjáb.*
		Rs.	Rs.	Rs.	Rs.
Collegiate ...	Total cost per pupil ...	167·9	135·9	107·9	194·0
	Share borne by public (excluding municipal) funds ...	97·8	70·3	32·7	112·9
Secondary ...	Total cost per pupil ...	24·0	17·9	8·9	18·6
	Share borne by public (excluding municipal) funds ...	8·7	3·4	4·0	4·5
Primary ...	Total cost per pupil ...	4·4	2·5	3·0	5·1
	Share borne by public (excluding municipal) funds ...	3·4	·57	1·8	3·4

Taking the State and aided schools alone, the cost of each pupil falling on Government stands thus :—

	N.-W. Provinces.	*Bengal.*	*Central Provinces.*	*Panjáb.*
	Rs.	Rs.	Rs.	Rs.
Collegiate	112·1	134·2	69·0	147·1
Secondary	9·2	5·0	4·5	5·0
Primary	3·6	·74	2·0	3·7

5. It will thus be seen that in these Provinces the cost of education falling on the Government is in most cases abnormally high. The figures in the second table further point to the extension of aided and private institutions as the means by which the spread of education can be secured without a corresponding increase in the State charges. Why the total cost of education per head should in most cases be so disproportionately high in these Provinces is a point you should endeavour to ascertain. The presumption is that the larger proportion falling on public funds is due to the insufficiency of the fees and to the small assistance afforded by private enterprise or private liberality.

6. The municipal contributions to public education are less than they ought to be. The Lieutenant-Governor is aware that some of the most important municipal towns have at present an extra burden to bear owing to the recent introduction of a proper water-supply. But the neglect of education displayed by the large towns of these Provinces dates from before the construction of water-works. The proportion of the total cost of education borne by municipal funds in 1894-95 was only 2·8 per cent., while the proportion for the whole of India in 1891-92 according to the quinquennial survey was 4·6 per cent. In the Central Provinces and the Panjáb the proportions were 9·0 and 12·0 per cent. respectively. Not only do municipalities contribute inadequately to the general fund, but their contributions are too largely devoted to the higher education. Secondary schools in 1894-95 received 63·7 per cent. of the whole direct expenditure, while primary schools only got 29·9 per cent. Moreover, the contributions to collegiate and secondary education increased during 1894-95, while primary education received less assistance than before. Schools of the industrial class, which are especially suitable for cities, received practically no support. Only Rs. 672 is shown as the municipal aid to special instruction for the entire Provinces. It is clear that both the amount and the distribution of the municipal subventions require to be revised. The entire municipal income of these Provinces in 1894-95, after deducting cost of collection, was Rs. 37,48,461, from which the grants to education were only Rs. 1,02,942, or 2·7 per cent. The Lieutenant-Governor considers that 5 per cent. of municipal income is not an excessive amount to devote to supporting public instruction, and that an adequate part of it should be appropriated to vernacular primary education. He trusts that Commissioners and District Officers, who are in most cases also Chairmen of Municipal Boards, will impress on those Boards the necessity for both more liberality and more discrimination in their grants to education.

7. The contributions to public instruction from the General Provincial Revenues, excluding municipal funds, also deserve consideration. The following abstract shows the percentage of Provincial and Local funds allotted to education in these and the neighbouring Provinces according to the last available reports :—

	Direct expenditure.			Total direct and indirect.
	Collegiate.	Secondary.	Primary.	
North-Western Provinces	0·72	1·2	1·4	5·0
Bengal	1·0	1·4	1·3	6·8
Central Provinces	0·16	1·4	2·4	6·6
Panjáb	0·55	1·1	1·5	7·1

The present state of Provincial finances is not favourable for increase of the total charges, but the claims of education are substantial and must not be overlooked or postponed even in existing circumstances. The distribution of expenditure is, too, susceptible of improvement, and special regard must be paid to this point in allotting any additional funds which may be provided in next year's budget.

8. The quinquennial review dealt with the returns down to and including 1891-92. The following abstract briefly shows the results since that year under the principal heads :—

Year.	Number of institutions.	Number of scholars.				Direct expenditure.		Indirect expenditure.
		Collegiate.	Secondary.	Primary.	Total.	Total.	From public funds.	
						Rs.	Rs.	Rs.
1891-92 ...	4,975	2,112	50,403	150,473	204,568	22,01,519	12,06,681	8,40,851
1892-93 ...	4,845	2,164	51,579	149,181	204,556	22,16,236	12,32,022	8,91,659
1893-94 ...	4,799	2,219	54,495	157,600	216,083	23,77,032	12,87,608	8,91,549
1894-95 ...	4,814	2,595	55,141	157,765	217,100	25,94,290	14,32,281	8,35,733

The figures for 1894-95 include for the first time the Roorkee College, with an expenditure of Rs. 1,38,515 on its 189 scholars. Excluding that sum the expenditure from public funds rose this year by Rs. 6,158 and the total number of scholars by 828. This record does not display material progress. The number of institutions has fallen by 161, of which primary schools account for 155. The total increase in scholars is not considerable, being under 6 per cent., and it is most marked in the collegiate and secondary schools. In the meantime the total direct expenditure (excluding Roorkee) has grown by over 2½ lakhs, of which a little over Rs. 87,000 has fallen on the public revenues. The indirect expenditure has decreased. These figures are cited here to emphasize the necessity for some measures which may serve to popularize education in the United Provinces and, while extending it, make it more

economical. The present report, it is not forgotten, includes among the events of the year (paragraph 2) certain measures designed to secure the end in view, at least partially. Orders have been issued to raise the scale of fees both in colleges and in Anglo-vernacular schools, while making provision for poor students. The new scale was not introduced till after the close of the year, and its effects will become apparent in the returns for 1895-96. The principle is susceptible of extension. It requires to be supplemented by measures to encourage private enterprise in the provision of higher education—a field that might be more largely occupied by aided and private schools which are free to combine religious training with secular instruction.

9. In regard to technical or industrial education the Lieutenant-Governor believes that industrial schools forfeit much of their chance of success in India which do not depend on, or are not subordinated to, a central technical institution. This central institution, whether we call it a science and art department, or whether its nucleus be an engineering college, should gather up into itself all that is best in the art and industrial traditions and workmanship of the Province; and should, in communication with the Department of Public Instruction, with Local Boards and District Officers, decide when a particular industry in a particular place needed encouragement and training, and should advise in the measures to effect that object. As a general rule technical education is misdirected unless its aim is the more effectual rendering of a service, or the more efficient production of an article of commercial demand; and following the advice of the Government of India, attention, therefore, should be concentrated in the promotion of such technical education as will promote existing industries which may profit by the aid of scientific research, scientific method, and higher manipulative skill.

Progress in this direction will doubtless follow from the affiliation of the Thomason Engineering College to the general educational system of the Provinces and the extension of its working in order to admit the public to a larger share of its benefits.

10. The reorganization of normal schools is a step towards the removal of a defect which must materially impair the quality of education in nearly all branches. The present report contains numerous indications that the teaching in at least all the earlier stages is too often defective for want of properly trained and instructed teachers, and that these initial defects follow the student through his entire course from school to college and college to University. The remarks in paragraphs 51 and 52 and elsewhere in the report show that this defect is found very strongly marked in the knowledge of English displayed by the scholars of each grade—a conclusion which is further confirmed by the ill-success at the various examinations of candidates in this branch. The Lieutenant-Governor believes that elsewhere the University training has been found to serve the secondary purpose of imparting the art of instruction and to provide in its graduates some guarantee of ability to teach. But he fully recognises that the provision of normal schools with practising schools attached for each class of instruction is an

indispensable requisite for successful teaching. It is such institutions as normal schools and a training college that private enterprise cannot be expected to provide, and their maintenance, therefore, must be accepted as a legitimate charge on the public funds.

11. The total proportion of children at school to children of the school-going age has slightly improved since 1891-92, and now stands at 4·10 per cent. But measured by this test, the North-Western Provinces and Oudh still rest under the reproach of being the most ignorant provinces in the Indian Empire. This circumstance may to some extent explain why the North-Western Provinces and Oudh are peculiarly liable to outbursts of fanaticism due to ignorance. It must be constantly and prominently kept in view that no substantial improvement can be expected till District Officers and public boards as well as the officials of the Education Department make the extension of primary education a main object of administration.

12. The Controlling and Inspecting Agencies seem weak in the grade of Sub-Deputy Inspectors, and His Honor would be glad if you would make suitable inquiries and report whether any—and if so, what—alteration is required in this section of the educational staff.

13. The attendance in Arts colleges shows a continued and rapid increase, but the total numbers are still small for a province of this magnitude. The report gives some reason to believe that the existing agencies, particularly the State colleges, are on the whole already fairly or fully utilized. Any further extensions can, in the Lieutenant-Governor's opinion, be best effected by grants-in-aid—the method by which education of this class can most suitably be furthered. The table in paragraph 38 shows that the cost to the State of each student in a State college was Rs. 156 and in an aided college Rs. 52 only. The total cost per student in each class of college, extracted from Statements Nos. III and IV, stands thus :—

	Rs.
State	206
Aided	135
Unaided	141

These figures demonstrate the economy of aided education in the larger colleges. The Lieutenant-Governor would not be understood as taking exception to the proportionally larger expenditure in the State colleges; though the higher incidence in Benares, compared with the Muir College, requires notice. The proper function of State colleges in a province where collegiate education has been firmly established is in the Lieutenant-Governor's opinion to serve as exemplars, and they should only be maintained at such places and in such numbers as may be necessary for this purpose. The instruction and discipline at such colleges should reach the highest standard of excellence and give tone to education throughout the Provinces. You should consider how far the maintenance of college classes in the Fyzabad High School conforms to these principles. The Lieutenant-Governor does not object to limit the attendance at State colleges if necessary, in order to maintain the desired standard, to permit of the Professors being brought into intimate personal relations with each student and at

the same time to stimulate private enterprise. Aided colleges should aim at conforming to the high standard of the Government institutions, and it should be an object of the Educational Department to endeavour to secure such conformity. Before proposing a grant-in-aid it should be ascertained that a college is thoroughly equipped for its work and furnished with a staff qualified in numbers and capacity to afford a high class education. These conditions are not always fulfilled by institutions which add a few college classes to the school work which forms their real business, and whose students are forced to migrate elsewhere when they have reached the intermediate stage. But no doubt there may be exceptions.

14. The growth of fee-income since 1892 in aided colleges is a healthy sign. The public outlay on State colleges during the same period has increased even more rapidly. Concurrently with the increase in attendance the number of graduates has again made a substantial advance, and, though the total is not yet very considerable for these Provinces, the progress achieved is full of promise for the future. The Lieutenant-Governor notices the continued preference shown for the A or purely literary course to the exclusion of the B or science course—the preference being more marked in the aided and private institutions than in the two State colleges. This fact possesses significance of a general and of a particular character. The particular significance is probably the difficulty of securing efficient instruction in science. The general significance is the impression entertained by the public that the literary course leads to more certain employment of a kind congenial to native tastes. In the present state of high education in these Provinces the Lieutenant-Governor has no wish to quarrel with the preference shown, though he may regret it and hope for a change in time. In this connection the Lieutenant-Governor has personally satisfied himself of the reality of the difficulties experienced by Professor Murray for want of funds to carry on the laboratory work of the Muir College, and proposals for the necessary provision should be submitted in your budget.

15. The same disparity of science students appears in the M. A. as in the B. A. examination; while it is observed that in spite of the facilities which exist for the study of Sanskrit at Benares and elsewhere no candidate presented himself for the M. A. degree in that language. The matter was brought to His Honor's notice at Benares, and he would be glad if it were further enquired into. The grave deficiencies in the knowledge of English displayed by candidates even in the degree examination which you discuss in paragraphs 50 and 51 should be separately taken up, and detailed proposals submitted for such measures as you think likely to remove the defect. It would seem that the evil must be checked at an early stage of instruction, and that no mere severity of examination will be successful without some improvement in the method of teaching. The large proportion of students who cease to pursue their University education on passing the Intermediate or even the Entrance examination is due no doubt in great part to the rules which prescribe these examinations as qualifications for public service. There further appears to be an undesirable tendency to treat success at these examinations as

conferring a sort of spurious degree—a tendency which is probably encouraged by the practice of granting certificates to those who pass. These matters will receive attention when the Lieutenant-Governor comes to review the conditions for admission to the public service, and his clear opinion is that no rules for admission to public employment or professional careers should tend to debase the educational standard of the province.

16. The attendance at Anglo-vernacular schools remained practically unchanged. These schools are divided into four sections—high, middle, upper primary, and lower primary. Many schools contain all four sections. Many contain three, and some few contain the primary sections only. The least satisfactory feature in the enrolment is a small decrease in the lowest sections, and a small increase in the highest. A healthier state would be indicated by a larger addition to the number of beginners who might be expected to feed the more advanced classes. A noticeable feature of the returns is that the proportion of school children studying English is far above the average of the rest of India. It is difficult to understand why this should be so, because the returns generally point to the absence of any public craving for education. It may be that the schools of these Provinces are sought more exclusively by those classes whose object is to qualify for Government service, and that this industrial conception of ordinary education leads them to favour English as the passport to the better-paid appointments. This explanation is supported by the figures in paragraph 124, showing marked preponderance of Káyasths who present themselves for the qualifying examination.

17. The teaching of Anglo-vernacular schools is tested by two public examinations: the Middle, which marks the transition from the primary and middle to the high sections; and the Entrance (or School Final), which is the ultimate test of school teaching. Both examinations disclose some falling off both in the total number of candidates and in the proportion of those who were successful. In the Middle examination the number of candidates fell from 3,145 to 2,929 and the percentage of success from 43 to 41. In the Entrance examination the candidates from provincial schools fell from 1,204, passing 44 per cent. to 1,172, passing only 38 per cent. The total number of successful candidates fell by 100—a result which must in due course be followed by a smaller outturn of graduates some years hence. The decrease in numbers is not explained. The classes which send up candidates for these examinations show little or no contraction. The diminished proportion of passes may be partly due to the character of the examination or what is called the "hardening of the standard." But something must be set down to defective teaching. The failure in English is here again prominently mentioned, and the absence of proper training for the teachers apparently contributes to the ill success of the scholars. Another possible cause, to which the Lieutenant-Governor would draw your careful attention, is the practice of teaching English in the lowest primary classes to children who have not yet mastered the rudiments of even reading and writing in their own

language. The Lieutenant-Governor during his recent tour has seen children learning the English and Hindi alphabets at the same time: and he was told that children often begun the Hindi, Urdu, and English alphabets together. It does not appear to His Honor that the study of English can usefully be commenced by children who do not know their own alphabet and are totally illiterate. The Lieutenant-Governor is of opinion that English should not be taught in native schools to any child who has not emerged at least from the lowest primary stage of vernacular education. With this view he considers that grants-in-aid of English education in the lowest section of primary schools or sections of schools should be discontinued, and so far as existing engagements permit, your next budget should be framed on this basis. He would not object to making the exit from the primary section the point at which instruction in English may be commenced in any school; but fearing that this might be too great an innovation on existing practice he does not prescribe it. Your well-considered opinion, formed after due inquiry and consultation with school managers, is, however, invited. Generally, Sir Antony MacDonnell thinks that it is much more desirable that public money spent on rudimentary education of little children should be devoted to the spread of vernacular instruction than to the premature commencement of English studies.

18. The growing popularity of the School Final examination is encouraging. The number of candidates has substantially increased; and the proportion of success, though below that achieved last year, is still well above that gained at the Entrance examination. The practical character fo the School Final fits it to be a preliminary to the science course of the University, and associates it with technical or industrial education. In this examination the aided schools have come out best; though, judged by other tests, the State schools display a distinct superiority. This was to be expected, looking at their much higher scale of charges and salaries noticed in your paragraph 136. The superior economy of the aided system is apparent from the figures there given, which show that while each pupil in an aided school costs Rs. 24·9, each pupil in a State school costs Rs. 38·2. The amounts falling on the public funds in each case are Rs. 11·0 and Rs. 23·3 respectively. Both the total charge and the quotum of public expenditure per pupil in State schools have risen during the year under report owing in part to a decrease in the average monthly numbers which involved a loss of fee income. That fee rates have hitherto been inadequate in Anglo-vernacular schools as well as colleges is not doubtful. On this point you write in paragraph 122:—

"For reasons similar to those which made it desirable to raise the fee rates for colleges it has been found expedient to adopt a similar measure with regard to Anglo-vernacular schools, both Government and aided; the object is to raise the fees gradually till they reach the rates prevalent in other parts of India, with a view to making English education more nearly self-supporting, to offering special advantages and therefore a special stimulus to private enterprise, and to obtaining funds for the improvement and extension of education. It is also to be hoped that those who pay higher for an English education for their sons will be more interested in seeing that they are provided with something which is good and worth their money, and that they will not

easily tolerate irregularity in attendance on the part of those who are under their control. In regard to both these points a healthier state of public opinion needs to be developed, and the payment of fees on a more reasonable scale may well help this way, for what is lightly come by is apt to be lightly valued. One or two Anglo-vernacular schools in poor localities have had to be closed or converted into vernacular schools owing to the introduction of the higher rates; but a vernacular education, which is of course much more cheaply provided, and more within their means, is more appropriate for poor boys of average ability. If they possess superior ability, there are numerous scholarships available by means of which they may ascend to the highest University education provided in the Provinces."

With these views the Lieutenant-Governor is in entire accord, and you may rely on his support in any well-considered measure for carrying them out.

19. Some further progress has been made in providing instruction in drawing; but in this respect much remains to be done, for it is generally admitted that drawing lies at the very foundation of technical instruction. Drawing classes exist as yet in only 14 schools; and do not appear to have been established in any vernacular schools. In the organization of normal schools attention should be paid to the necessity for training teachers in this branch of instruction. The progress of science classes and the success of the students in that subject is an encouraging feature of the year's proceedings.

20. The great bulk of the vernacular schools of every grade are supported exclusively by the State. In this department aided schools are few in number. At present no exception need be taken to this. The first extension of aided and private enterprise must be pushed in the secondary and Anglo-vernacular schools, and the propagation of vernacular education must be recognised as a primary charge on the public funds. In time it may be hoped that private effort, guided and aided where necessary by the Educational Department, will supplement and assist the State-supported vernacular schools in these as in other Provinces. In 1893-94 there were 4,296 State and 65 aided vernacular schools. In 1894-95 the former rose to 4,306 and the latter to 67. But this slight increase in the number of schools was accompanied by a substantial fall in the number of scholars. The figures in paragraphs 143 and 173 of your report are difficult to reconcile, but the numbers enrolled seem to stand thus :—

		High or Middle section.	Upper Primary.	Lower Primary.	Total.
1893-94.	State	6,126	31,444	148,258	185,828
	Aided	354	553	3,542	4,449
	Total	6,480	31,997	151,800	190,277
1894-95.	State	5,905	33,151	144,121	183,177
	Aided	348	600	3,441	4,389
	Total	6,253	33 751	147,562	187,566

The least satisfactory feature of this return and perhaps of the whole year's working of the Department is that the decrease has occurred under the head of lower primary—precisely the class of education in which the Provinces are most wanting, and which it is most desirable to foster.

Yet it was in primary education that these Provinces, under Mr. Thomason and his immediate successors, chiefly excelled : so much so, that Mr. Monteath, in his well-known " Note on the state of education in India during 1865-66" was able to report that in the North-Western Provinces, " measures had for many years been in operation for the elementary education of the great mass of the people on a more extended scale and with perhaps more successful results than in any other part of India." Things have changed since then. Compared with other provinces, we have floated on an ebbing tide.

21. The deficiency is spread over all circles except one; but the great bulk may be traced to the 3rd Circle and within it to the Benares Division, by which presumably is meant the old Benares Revenue Division, which included what is now Gorakhpur. Special inquiries should be directed to ascertain and remove the cause of the falling off which is thus localized: it may possibly be connected with the unfavourable harvests from which the eastern districts have suffered lately. The particular attention of the Commissioners of Benares and Gorakhpur and of the District Officers is drawn to the retrograde condition of primary education exhibited by this return; and the Lieutenant-Governor looks to them to impress on the District Boards who control these schools the necessity of popularizing and extending school instruction of a simple character among the rural population. It is essential that primary education should be pushed in these Divisions.

22. The success of the district school administration should be judged by the numbers receiving sound instruction, and not merely by the places secured at the public examinations by a handful of prominent students. In this connection the Lieutenant-Governor fully agrees with the views expressed in your 142nd paragraph, concerning the tendency of school managers to teach above the real standard of the school. In his opinion the presumption should be against adding an adventitious upper class to a school not equipped for the section to which that class belongs. Such addition should not be permitted till both efficiency is proved and the necessity for the change is shown. It is far preferable in the first instance to add to the number of primary schools than to strive to raise the status of those already existing.

23. The teaching of vernacular middle schools is tested by the public examination known as the vernacular middle. The results this year show a distinct falling off. The number of candidates is stationary, but the percentage of success has fallen from 49 to 42. The remarkable feature of this examination in state middle schools is the extraordinary fluctuations from one division to another. In Meerut the percentage of passes has fallen from 67 to 42. In Agra it has risen from 62 to 71. In Western Oudh it has fallen from 54 to 43. In Eastern Oudh it has risen from 52 to 54. The Inspectors do not seem able to account for these extreme variations, and indeed it is difficult to believe that they can represent a sudden reversal of the merits of the schools and their teachers. Such results point either to irregularity or possibly fraud in the conduct of the examinations.

24. While the attendance has fallen off and the results of the test examination are less favourable, the expenditure on vernacular schools has practically remained unchanged. The figures seem to stand thus :—

		Public funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.
1894-95.	State middle schools	1,49,630	44,966	384	1,94,980
	Aided middle schools	6,032	2,199	5,690	13,921
	State village schools	5,00,596	24,514	4 675	5,29,785
	Aided village schools	4,658	1,480	8 268	14,406
	Total ...	6,60,916	73,159	19,017	7,53,092
1893-94.	State middle schools	1,49,628	42,790	407	1,92,825
	Aided middle schools	5,280	2,137	6,750	14,167
	State village schools	5,01,006	23,048	1,538	5,25,592
	Aided village schools	4,886	1 576	14 695	21,157
	Total ...	6,60,800	69,551	23,390	7,53,741

You refer to the inadequate fees charged in vernacular schools, and it must be recognised that in this respect also these Provinces compare unfavourably with other parts of India. The heavier burden of land revenue which falls on the Provinces, compared for example with Bengal, may give a claim to leniency in this respect. The enhancement of fee-rates may at first be more appropriately pressed on the Collegiate and English schools and on the upper section of the vernacular schools. The Lieutenant-Governor recognises the claims of primary vernacular education on the provincial funds, and will endeavour to make provision for some increase in the allotment for that purpose, and he expects municipalities to provide considerably more than they do at present. But he would also enjoin on District Officers to use their exertions through Boards and otherwise to secure the payment of moderate fees, not exceeding two annas per month in primary schools, from parents who can afford to pay. As a general principle he agrees with you that "what is lightly come by is lightly valued." But exemptions should be liberally granted to poor scholars in the lowest classes. The Lieutenant-Governor is also disposed to think that popular education can be furthered by a better distribution of the existing resources. The quotations or extracts on pages 53 and 54 of your report contain indications that local officers are not content to begin on a sufficiently humble scale, but spend on elaborations money which might be more usefully devoted to the extension of the simplest forms of instruction. It is not essential that little village children should be taught in masonry buildings and provided with benches and floor-cloths and other surroundings of which their own homes are destitute. It is not desirable to postpone all education till such superfluities can be provided and it is still less desirable to divert district funds to the construction of boarding-houses attached to town schools, while villages are left without any schools at all. Hostels or Boarding-houses are most desirable institutions; but they must, in the present state of public instruction in these Provinces, be provided by public liberality, and not from State funds. Such simple accommodation as suits their fathers in the village *chaupál* is good enough for children learning to read and

write and cypher, and to procure such shelter by the co-operation of the village is peculiarly a business which members of a District Board should be able to undertake, leaving it to the department to provide a teacher and supervise his work. If this more modest conception of the possibilities of popular instruction were to gain general acceptance, the present disproportionate cost to the public of each scholar might be materially diminished and a much greater number of children educated for even the present outlay. It is most profitable to concentrate the attention of all concerned on the extension of village schools and the efficiency of their teaching. Such interesting novelties as the exhibition of coloured plates of agricultural pests, and the instruction of village children in the duties which the criminal law imposes on their fathers may well stand over till a reasonable proportion of the rural population are able to read, write, and cypher. Something may be done to utilize the existing indigenous schools and encourage them to conform to the method of study and discipline of Government institutions. The teachers might by degrees be induced to undergo some training in normal schools.

25. Of technical education it may be said that the only branch which as yet shows signs of development in a popular self-supporting way is the study of the Law. The Lieutenant-Governor is glad of this : he is satisfied that there is great room for an increase in the number of educated lawyers ; an educated and independent Bar is one of the best guarantees of a pure and efficient administration of justice.

The Medical College at Agra does excellent work at a reasonable cost; but its resources are limited, and are devoted to training Hospital Assistants for Government service. The question of increasing the teaching staff and raising the status of the school to that of the Lahore Medical College was suggested some years ago. The Lieutenant-Governor desires that it may now be separately taken up and considered.

The Civil Engineering College at Roorkee has now been placed under the control of the Educational Department. But owing chiefly to want of funds it has not yet been possible to give practical effect to the measures recently devised for extending its operations and rendering its advantages more generally available to the public. Hitherto its chief—indeed almost sole—function has been the training of officials of all grades for service in the Public Works Department.

The Imperial Forest School at Dehra is an adjunct to the Forest Department, and does not really form part of the educational system of these Provinces.

The Industrial School at Lucknow represents a real endeavour to provide practical instruction in a few mechanical handicrafts, and in this direction it has made encouraging progress. It is observed that the larger portion of the pupils belong to artizan families, and would presumably have acquired a craft even without the school teaching. The classes who have no hereditary connection with such trades do not yet seem to have been attracted in any great number, though the few better-educated boys of the sort who have joined the school are reported to have

achieved the best results. It has been found necessary to institute a system of scholarships in order to attract and retain pupils for a sufficient period to make them efficient workmen. It would be useful to watch the after-history of the boys who have left the school and ascertain the practical results of their training there. For the rest the remarks His Honor had to make on this aspect of the Educational system are contained in paragraph 9 above.

26. In contrast to the indifference displayed towards industries involving manual labour, it appears that the law classes are fully attended even by students who do not wish to qualify for legal practice. Colleges which desire to attract students find it expedient to open law classes even under conditions which do not afford a guarantee for thoroughly efficient teaching. Such arrangements are to be deprecated. As has been already stated, the Lieutenant-Governor thinks that both the Bar and the Bench in these Provinces need strengthening in quality and in numbers; but this cannot be effected without improving the standard of legal education. The addition of a law class to an Arts college is rarely a good way to promote the study of law or the increase of competent legal practitioners, and it is a question whether the stage has now been reached when the Allahabad University like its elder sisters might insist on its graduates in law first qualifying by obtaining a degree in Arts.

27. The statistics of female education call for little remark. In English-teaching schools the attendance has slightly improved; but the expenditure has grown in a much larger proportion. The tendency to subsidize superior rather than primary education is here also very marked. The grants-in-aid to the former were Rs. 12,596 and to the latter only Rs. 2,040. Each of the 1,104 girls in a secondary school cost in all Rs. 46-7-5 per annum. On the primary vernacular schools the State expenditure was Rs. 17,262, or Rs. 5·7 per each scholar. The application of the payment-by-result test to Anglo-vernacular schools seems to have disclosed such defective teaching that the principle could not be fully applied. In the primary vernacular schools the attendance slightly improved; but in aided schools of this class the return is less favourable. You observe that there has been a falling off in the number of schools and scholars; but the expenditure from public and municipal funds has gone on increasing. These schools are all adjuncts to missionary enterprise and chiefly dependent on mission funds. The want of trained teachers and effective supervision is even more felt than in the case of boys' schools, and there are no indications in the report of the existence of any popular desire for female education. It could hardly be expected in the backward state of male education.

28. The figures you furnish show no reason to believe that, so far as numbers are concerned, the education of the Muhammadan part of the community is in a backward condition. A number of special Muhammadan institutions are named in paragraph 278 of your report, and it further appears that 16·20 per cent. of the pupils in Government and aided schools are Muhammadans. The proportion of Muhammadans on the total population of these Provinces is only 13·5 per cent. By this showing Muhammadans are in advance of the rest of the population in the proportion

of their children receiving education. The proportion now receiving higher education is not stated; but in 1891-92 it is shown to have been in colleges 19·0 and in secondary schools 21·9 per cent. of the school population, and therefore substantially above the proportion which Muhammadans bear to the entire population of the Provinces. In this respect the North-Western Provinces and Oudh Muhammadans compare favourably with their co-religionists elsewhere.

29. In connection with the education of Europeans you point out that the effect of the grant-in-aid Code is to encourage superficial education in a larger number of subjects than boys of ordinary ability can hope to master. This is very probable, and the effect is no doubt enhanced by the extent to which grants-in-aid are made to depend on the results of examinations. His Honor believes that frequent examinations are often an impediment to proper education: and he thinks that advantage might not seldom ensue if the Inspector's examination of a school were directed not so much to ascertaining the proficiency of each pupil, as to testing the capacity of the masters to convey instruction: and the adequacy of the school equipment. If on this point the Revised Code does not provide adequate elasticity, the Lieutenant-Governor will be prepared to consider the subject further. Your remarks, insisting on the study of vernacular including a competent knowledge of the written character, in European schools, have been read by His Honor with strong approval.

30. The questions of discipline and moral training treated in Chapter XIII of your report cannot be suitably discussed in this review. Moral training has by the traditions of the East and by the verified experience of the West been always so closely associated with religious teaching, that it is extremely difficult to provide effectually for it in Government schools in which strict religious neutrality must be preserved. The question was exhaustively discussed in the letter from the Government of India, No. $\frac{11}{382-391}$, dated 31st December 1887, and in that Government's review of Sir Alfred Croft's Report on Education in India in 1886: and nothing has transpired since then which, in the Lieutenant-Governor's opinion, modifies the views therein expressed by the Governor-General in Council. The Lieutenant-Governor believes that the best, if not indeed the only, solution of the problem is to be found in the development of aided schools and colleges in which religious teaching may, without difficulty, be combined with secular instruction. The experiment now being made in the Amroha High School to facilitate religious instruction without either making it compulsory on the pupils or associating it with the school management has been noticed by His Honor; and although he himself does not think the experiment to be very promising, he will be glad to have a report on the results in due course. There is some distinction between school discipline and moral training, though in some aspects the former is so closely allied to moral training as to cover a part of the same ground. Discipline, it is scarcely necessary to say, should be strictly enforced, and the enforcement of it will not be the least valuable part to students of the school or college course. There is a good deal in the social habits of the country which renders

it difficult to place the same restrictions on the movements of students which are enforced without difficulty upon young men in England. But the restless or insubordinate spirit which you mention as prevailing among college students should be checked, with firmness indeed, but not without kindliness and discrimination.

31. The Lieutenant-Governor desires to express his thanks to you for your report. It deals ably and thoroughly with the whole working of your Department, and he has read it with much interest.

I have the honor to be,

SIR,

Your most obedient servant,

T. STOKER,

Secy. to Govt., N.-W. P. and Oudh.

General Report

ON

PUBLIC INSTRUCTION

IN THE

North-Western Provinces and Oudh

FOR THE YEAR 1895-96.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1895-96.

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ERRATA.

Annual Report, 1895-96.

Page	Paragraph.	Detail.
13	31	Line 10, *read* 'exercises' *for* 'exericses'.
25	...	Heading of the page, *read* 'Anglo-Vernacular' *for* 'Anglo-Vernaculars'.
25	57	Statement, heading of column 9, *erase* 'ing' preceding the word 'book-keeping.'
38	79	Statement, 1st column, *read* 'Meerut' *for* 'Mrerut'.
43	89	Statement, last column, under head 'Lower Subordinate Class,' against second year students, *read* '40' *for* '0'; next to it, *read* '42' *for* '2', and under head 'Military Survey Class,' against students, *read* '18' *for* '8'.
53	115	Line 3, *read* 'Muhammadans' *for* 'Muhammdans.'
59	..	Table, column 7, against (*b*), *read* '1·1' *for* '11', and against (*d*) *read* '1·5' *for* '15'.
66	.	Table, 1st column, *read* 'scholarships' *for* 'schoolarships.'

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year 1895-96.

CHAPTER I.—PRELIMINARY.

THE year under review has been chiefly memorable for the reorganization of the normal schools for vernacular teachers. These schools were formerly continuation schools. They are now normal schools with practising schools in which a very fair theoretical and practical knowledge of the art of teaching is given to the students.

2. Other events deserving of mention are as follows:—

(1) The code for village schools has been revised and the curriculum has been lightened.

(2) Special classes have been opened at selected Anglo-vernacular schools in order to give greater facilities for learning English to boys who have passed the Middle Vernacular examination.

(3) The fees in Arts Colleges and Anglo-vernacular schools have been raised by order of Government, and, although the attendance has somewhat fallen off, a higher fee income has been received.

(4) By a resolution of the University of Allahabad, the degree of LL.B. will in future be conferred only on graduates in Arts or Science.

(5) The rules for indigent grants to poor European schools have been revised with a view to more careful supervision being exercised in the award of such grants.

3. Between the close of the year under review and the compilation of this report other changes, destined probably to have more far-reaching effects on the education of these Provinces, have been set on foot which can now be only briefly noticed. The policy of refusing to recognize vernacular schools which did not conform to the departmental type has been abandoned. An additional grant of Rs. 75,000 for primary vernacular education has been allotted to the District Boards, and it is known that a large part of it will be expended in strengthening and rendering more efficient the existing indigenous schools of the province. The practice of teaching English and the vernacular *pari passu* from the commencement in Anglo-vernacular schools has been discontinued. In future, boys will learn the elements of Arithmetic, Geometry, Geography, History and Physics in their own language, and English will not be used as the medium of instruction until a boy has passed the upper primary standard in the vernacular. Lastly, a revised code for European schools has received the sanction of the Government of India, in which grants are based chiefly on the average attendance of the pupils instead of on examination results as formerly, and this code will probably come into operation in these provinces before the end of the present calendar year.

CHAPTER II.—GENERAL SUMMARY.

4. In the following statement are given details of the direct and indirect expenditure on education under different heads compared with the same for last year:—

Direct and indirect expenditure from all sources.

Direct expenditure.	1896. Rs.	1895. Rs.
Colleges	4,63,842	4,45,724
Schools (general)	21,87,400	20,77,750
„ (special)	55,262	70,816
Total ...	27,06,504	25,94,290

Indirect expenditure.	1896. Rs.	1895. Rs.
University	58,238	46,008
Direction	46,051	45,265
Inspection	2,51,822	2,44,690
Scholarships*	78,588	80,529
Buildings	2,67,710	2,83,887
Apparatus	20,316	33,187
Miscellaneous	1,23,065	1,02,167
Total ...	8,45,790	8,35,733
Grand Total ...	35,52,294	34,30,023

The direct expenditure has increased by more than a lakh of rupees, the indirect expenditure has also risen under all heads except scholarships, apparatus and buildings.

5. *Direct and indirect expenditure from public funds (Provincial and Local).*

Direct expenditure.	1896. Rs.	1895. Rs.
Colleges	2,96,779	2,90,966
Schools (general)	10,65,605	10,82,813
,, (special)	47,064	58,502
Total ...	14,09,448	14,32,281
Indirect expenditure.		
Direction	46,051	45,265
Inspection	2,51,822	2,44,690
Scholarships*	38,115	42,624
Buildings	1,49,253	1,64,857
Apparatus	6,230	8,510
Miscellaneous	31,107	28,470
Total ...	5,22,578	5,34,416
Grand Total ...	19,32,026	19,66,697

The expenditure from public funds on colleges has increased slightly and that on schools has decreased to a greater extent. The charges for inspection and direction have increased, but less money has been spent on buildings, apparatus and scholarships.

6. The following table shows the number of institutions, the average number of scholars on the roll monthly, and the direct expenditure from all sources compared with the figures for the preceding year:—

Class of institution.		Number of institutions.	Average number of scholars on the rolls monthly during the year.	Expenditure. From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
For Boys.				Rs.	Rs.	Rs.	Rs.	Rs.
For University education.	1896 ...	18	2,356	2,96,779	5,460	80,729	80,874	4,63,842
	1895 ...	18	2,595	2,90,966	5,360	71,647	77,751	4,45,724
For Secondary education.	1896 ...	444	52,111	4,50,034	60,244	5,07,465	1,57,482	11,75,225
	1895 ...	448	52,992	4,58,818	60,001	4,52,674	1,19,909	10,91,402
For Primary education.	1896 ...	4,068	1,49,807	5,18,376	21,672	47,742	28,154	6,15,944
	1895 ...	4,051	1,50,345	5,27,525	21,958	43,032	28,463	6,20,978
Total ...	1896 ...	4,530	2,04,274	12,65,189	87,376	6,35,936	2,66,510	22,55,011
	1895 ...	4,517	2,05,932	12,77,309	87,319	5,67,353	2,26,123	21,58,104
For Girls.								
For Secondary education.	1896 ...	28	2,433	55,642	1,063	1,26,685	1,04,543	2,87,933
	1895 ...	28	2,149	53,168	949	1,36,399	71,828	2,62,344
For Primary education.	1896 ...	251	7,996	41,553	5,317	6,835	54,593	1,08,298
	1895 ...	256	7,420	43,302	6,680	7,341	45,703	1,03,026
Total ...	1896 ...	279	10,429	97,195	6,380	1,33,520	1,59,136	3,96,231
	1895 ...	284	9,569	96,470	7,629	1,43,740	1,17,531	3,65,370
Total, boys and girls.	1896 ...	4,809	2,14,703	13,62,384	93,756	7,69,456	4,25,646	26,51,242
	1895 ...	4,801	2,15,501	13,73,779	94,948	7,11,093	3,43,654	25,23,474
Schools for special instruction.	1896 ...	15	1,642	47,064	672	2,746	4,780	55,262
	1895 ...	13	1,599	58,502	672	2,369	9,273	70,816
GRAND TOTAL ...	1896 ...	4,824	2,16,345	14,09,448	94,428	7,72,202	4,30,426	27,06,504
	1895 ...	4,814	2,17,100	14,32,281	95,620	7,13,462	3,52,927	25,94,290

* Includes scholarships tenable at unaided institutions.

The number of colleges for male students is the same as last year, but the average enrolment is less by about 10 per cent. The number of boys' schools is more and the number of girls' schools a little less than last year, but, contrary to what might have been expected, the average enrolment of the former has fallen and that of the latter has risen. This may indicate that female education is at last beginning to attempt to overtake that of the other sex. The expenditure from public funds on colleges and secondary girls' schools has increased, but on all other classes of schools it has diminished. On the whole, the state has spent about Rs. 23,000 less than in the preceding year, and the expenditure from Municipal funds has also fallen off by about Rs. 1,000. On the other hand, the fee income has risen very considerably, *viz.*, by about Rs. 58,000, and there has been even a greater increase in the income from private sources. On the whole, the results of the year's work can scarcely be considered satisfactory, as, notwithstanding the increase in the population and a greater expenditure on education, there would seem to have been fewer persons deriving benefit from it at the end of the year under review than there were at the end of the preceding year.

7. In the following table the indirect expenditure on education from all sources is shown separately for each grade of institution.

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1895-96.

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	58,238	...	58,238	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	58,238	...	58,238
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	46,051	...	...	...	46,051
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,51,822	...	...	...	2,51,822
Scholarships ...	12,187	704	...	19,644	32,535	25,389	1,947	1,781	12,920	42,037	148	24	106	3,129	3,407	391	218	609	38,115	2,675	1,887	35,911	78,588
Buildings ...	1,595	...	...	21,551	23,146	55,881	2,352	11,727	62,247	1,32,207	66,504	3,722	1,256	14,769	86,251	2,741	833	3,574	1,49,253	6,074	12,983	99,400	*2,67,710
Apparatus ...	...	...	...	499	499	1,351	523	5,465	3,611	10,950	3,546	152	2,081	1,155	6,934	1,333	600	1,933	6,230	675	7,546	5,865	20,316
Miscellaneous ...	...	...	...	7,820	7,820	12,082	1,247	27,857	20,952	62,138	4,348	579	4,239	523	9,689	...	333	333	31,107	1,826	60,504	29,628	†1,23,065
Total ...	13,782	704	58,238	49,514	1,22,238	94,703	6,069	46,830	99,730	2,47,332	74,546	4,477	7,682	19,576	1,06,281	4,465	1,984	6,449	5,22,578	11,250	1,41,158	1,70,804	8,45,790

* Details of Rs. 22,532 not given.
† „ „ 43,085, miscellaneous expenditure under "Direction and Inspection," not given.

8. From the following table it would be seen that the share of the cost of education borne by the state has decreased by about 4 per cent., though it is still more than half the total cost. The additional share of the expenditure thus thrown on the public has been borne in equal parts by those who use the schools and by private liberality :—

	1895-96.	1894-95.	1893-94.
	Rs.	Rs.	Rs.
From public funds	52	55	54
„ Municipal funds	3	4	4
„ Fees	29	27	28
„ Endowments, &c.	16	14	14
Total ...	100	100	100

9. The distribution of expenditure among the different classes of institutions is shown in the following table :—

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from—		Percentage of expenditure from public founds on each class of institution.
	Public funds.	Other Sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	2,43,674	40,870	2,84,544	86	14	17·3
Secondary	2,96,501	2,15,173	5,11,674	58	42	21·0
Primary	5,19,115	71,924	5,91,039	88	12	36·8
Special	40,914	1,756	42,670	96	4	2·9
Aided.						
Colleges	53,105	1,26,193	1,79,298	30	70	3·8
Secondary	2,09,175	7,42,309	9,51,484	22	78	14·9
Primary	40,814	92,389	1,33,203	31	69	2·9
Special	6,150	6,442	12,592	49	51	·4
Total ...	14,09,448	12,97,056	27,06,504	52	48	100

The percentage of expenditure on the different kinds of institutions which is defrayed from public funds has remained stationary in the case of colleges, and has fallen slightly in the case of all schools except aided primary and aided special schools. As regards the former of these, the decrease amounts to 5 per cent., although this is the class of school which it is especially desirable to encourage inasmuch as a given sum of public money will directly benefit the largest number of people if it is spent on such schools. The share of the cost of aided special schools borne by the state has risen during the year from 39 per cent. to 49 per cent.

The distribution of public funds among the different classes of institutions as shown by the last column has undergone very slight changes during the year. Government colleges and aided secondary schools have received a little more and Government special schools and aided primary schools somewhat less.

10. The race and religion of the scholars and the proportion of each class to the total number are given below for the last two years. There has been again a decrease of about 2,000 in the number of Hindus, and the Muhammadans have also decreased by about 1,000. On the other hand, the number of Europeans, Eurasians and native Christians has slightly increased :—

Race and religion.	1895-96.		1894-95.	
	Number of Scholars on the rolls on 31st March.	Proportion to total number.	Number of Scholars on the rolls on 31st March.	Proportion to total number.
Hindus	178,550	80·52	180,528	80·41
Muhammadans	35,320	15·93	36,373	16·20
Europeans and Eurasians ...	3,408	1·54	3,331	1·48
Native Christians	4,397	1·99	4,120	1·84
Miscellaneous races or religions ...	54	·02	167	·07
Total ...	221,729	100·00	224,519	100·00

11. General Table No. 1 shows that the percentage of male scholars to the male population of a school-going age was 7·90 on the 31st of March last, and the percentage of female scholars to the female population of school-going age was ·39. The corresponding figures for last year were 7·76 and ·37 respectively. The percentage of scholars of both sexes to the total population of school-going age was 4·28. The corresponding figure for last year was 4·20.

12. In the resolution of Government on the last annual report I was asked to ascertain why the cost of the three different degrees of education, collegiate, secondary and primary, per scholar, was so much higher in these Provinces than in Bengal, the Punjab and the Central Provinces. As regards Bengal, it would seem that competent teachers can be had more cheaply than in these Provinces. In round numbers, a little more than one-fourth of the undergraduates are reading at Government Colleges, a little less than one-fourth at Aided Colleges, and about one-half at Unaided Colleges. But the average cost per annum of educating a student at an Unaided College is only Rs. 38, and the monthly fee charged is in many cases only Rs. 3. It is, therefore, not surprising that the cost of collegiate education should be much less than in these Provinces, where the bulk of the students read at colleges which are equipped with a staff of fairly well paid European professors. It is probable that the same cause acts, though possibly to a lesser extent, to cheapen secondary education in Bengal. Moreover, in Bengal the proportion of High Anglo-vernacular schools, which are the most expensive kind of secondary schools, to the total number, is, not quite so great, being one out of six as against one out of five in these Provinces. The cheapness of primary education in Bengal is, I suppose, to a great extent due to the encouragement given to private schools and to the large number of Unaided schools which send in returns. In these Provinces the greater number of primary schools which furnish returns are State schools, and it may be taken for granted that they are more costly than the indigenous schools. In the Punjab, collegiate and primary education are more expensive per scholar educated than in these Provinces, while secondary education is less so. This, I think, must be due to the fact that their Anglo-Vernacular secondary schools are larger than ours. In these Provinces the average enrolment at both State and Aided schools of this class is 164 scholars. In the Punjab the average is 234 at State schools and 243 at Aided schools. Moreover, in the N.-W. Provinces the number of High schools exceeds the number of Middle schools, but in the Punjab it is much less. The lower cost of collegiate education in the Central Provinces is chiefly due to the fact that the principals and professors of colleges receive lower salaries than are paid at the State and larger Aided colleges of these Provinces. Their colleges are of later date, and they have in consequence been able to staff them more cheaply. As University education advances in these Provinces, it may be expected that more provision will be made for the education of poor scholars; the difference between the cost of collegiate education in the two Provinces will thus ha ve a tendency to diminish. The cost of secondary education per scholar is very much lower in the Central Provinces than in any of the other three under comparison. But only one in twenty-seven of their secondary schools is an Anglo-Vernacular High School, and I have been informed that in these and in the Middle schools the four lowest classes are taught in the Vernacular. The education of these classes must, therefore, be less costly than under our system, which requires teachers who know English. Primary education is cheaper in the Central Provinces than it is with us, but not so cheap as in Bengal. On the whole, it would seem that University education is comparatively dear in these Provinces, owing to the scarcity of colleges staffed with native professors, and that secondary education is dear, owing to the large proportion of High Anglo-Vernacular schools and to the system of employing English-knowing masters for all classes in Anglo-Vernacular schools. As to the cause of the dearness of primary education I can only offer a conjecture, *viz.*, that in this Department of education, as in others, aided private enterprise would be found to do the work required more cheaply than the State.

CHAPTER III—CONTROLLING AND INSTRUCTING AGENCIES.

13. Mr. Lewis, the Director, was obliged to take furlough to England on medical certificate at the beginning of March, and Dr. Thibaut took charge of the current duties of this office in addition to his other work until relieved by me in the latter part of April. He and Mr. Wright have held the office of Principal at the Muir and Queen's Colleges respectively throughout the year, and Mr. Bonnaud, having reverted to the Department from the Meerut College, was appointed Principal of the College Department at Fyzabad in July.

14. The following transfers of inspectors and professors took place in September. Mr. Jennings, Professor of English Literature, Queens' College, in the same capacity to the Muir College; Mr. Budden from the professorship of English Literature, Muir College, to the inspectorship of the third circle; Mr. Welby, from the inspectorship of the third circle to that of the first circle; and Babu Gyanendranath Chakravarti, from the inspectorship of the first circle to the officiating professorship of History in the Muir College, which post he held till it was abolished in December. Two gentlemen were appointed by the Secretary of State to the Department during the year, *viz.*, Mr. De la Fosse, who succeeded Mr. Jennings at Benares, and Mr. Hill, who entered on the duties of the newly-established professorship of Chemistry at the Muir College in December.

15. In July 1895 Babu Sita Ram, B.A., Officiating Assistant Inspector of Schools, Bundelkhand Division, was appointed probationary Deputy Collector, Babu

Balkrishna Lal, Assistant Inspector of Kumaun Division, was transferred to the Bundelkhand Division and Pandit Din Dayal Tiwari was reappointed an officiating Assistant Inspector and posted to the Kumaun Division.

16. The number of days spent on tour in each district by the Circle and Assistant Inspectors of Schools is shown below :—

Inspector, First Circle.—Dehra 9 days, Saháranpur 14 days, Muzaffarnagar 4 days, Meerut 12 days, Bulandshahr 9 days, Aligarh 22 days, Muttra 7 days, Farukhabad 9 days, Mainpuri 8 days, Etáwah 4 days, Etah 5 days, Agra 2 days, Bánda 5 days, Jhánsi 7 days, Jalaun 3 days, total 120 days.

Inspector, Second Circle.—Lucknow 25 days, Bara Banki 13 days, Sitapur 17 days, Lakhimpur 13 days, Hardoi 16 days, Unao 9 days, Fyzabad 15 days, Gonda 10 days, Bahraich 9 days, Sultánpur 9 days, Partábgarh 6 days, Rae Bareli 15 days, total 157 days.

Inspector, Third Circle.—Cawnpore 13 days, Fatehpur 13 days, Allahabad 27 days, Jaunpur 7 days, Azamgarh 7 days, Gházipur 10 days, Ballia 6 days, Benares 10 days, Mirzapur 8 days, Gorakhpur 7 days, Basti 3 days, total 111 days.

Inspector, Fourth Circle,—Bijnor 4 days, Moradabad 6 days, Budaun 3 days, Bareilly 6 days, Sháhjahánpur 4 days, Pilibhít 1 day, European schools 131 days, Kumaun 18 days, total 173 days.

Assistant Inspector, Meerut Division.—Dehra 6 days, Saháranpur 25 days, Muzaffarnagar 23 days, Meerut 38 days, Bulandshahr 31 days, Aligarh 31 days, total 154 days.

Assistant Inspector, Agra Division.—Muttra 31 days, Farukhabad 25 days, Mainpuri 15 days, Etáwah 21 days, Etah 16 days, Agra 22 days, total 130 days.

Assistant Inspector, Bundelkhand Division.—Bánda 39 days, Hamírpur 24 days, Jhánsi 19 days, Jalaun 24 days, total 106 days.

Assistant Inspector, Western Oudh.—Lucknow 41 days, Bara Banki 20 days, Unao 20 days, Sitapur 20 days, Hardoi 18 days, Kheri 9 days, Bahraich 2 days, total 130 days.

Assistant Inspector, Eastern Oudh.—Fyzabad 30 days, Gonda 26 days, Bahraich 15 days, Rae Bareli 31 days, Sultánpur 16 days, Partábgarh 31 days, total 149 days.

Assistant Inspector, Allahabad Division.—Allahabad 28 days, Fatehpur 22 days, Cawnpore 34 days, Jaunpur 25 days, Mirzapur 25 days, total 134 days.

Assistant Inspector, Benares Division.—Benares 23 days, Gházipur 20 days, Azamgarh 17 days, Gorakhpur 21 days, Basti 16 days, Ballia 15 days, total 112 days.

Assistant Inspector, Rohilkhand Division.—Bijnor 20 days, Moradabad 20 days, Budaun 14 days, Bareilly 12 days, Pilibhít 12 days, Sháhjahánpur 32 days, total 110 days.

Assistant Inspector, Kumaun Division.—Almora 43 days, Naini Tal 28 days, Garhwál 46 days, total 117 days.

17. By a rule of the Department, which has only lately been modified, Deputy Inspectors of Schools were required to be on tour for 180 days in the year, and Sub-Deputy Inspectors, if they had no office work, for 240 days. I regret to have to report that several of these officers have failed to comply with this rule, and the attention of the Circle Inspectors has been drawn to this fact. All the district inspecting officers in Western Oudh were on tour for the prescribed number of days, and all but one of those in Eastern Oudh. The Meerut division stands next in this respect. On the other hand, only one of the officers in the Allahabad division has complied with the rule in question.

18. Attention was drawn in paragraph 12 of the Resolution on the last Annual Report to the comparatively small number of Sub-Deputy Inspectors in these Provinces. Every district has a Deputy Inspector, with the exception of the three districts of the Kumaun Division, in which the local inspecting officer is styled a Sub-Deputy Inspector, although he exercises the powers of Deputy Inspector. In the Almora district there are two such Sub-Deputy Inspectors, who divide the district between themselves, one taking the schools in the Eastern half and the other those of the Western half. Every village school is now to be inspected at least twice a year by the Deputy or Sub-Deputy Inspector, and the scholars of the primary sections are also examined in the cold weather in groups at convenient centres by the Assistant Inspector or by these officers. The town schools are similarly inspected twice a year *in situ*, but one of these inspections is held by the Assistant Inspector, and the promotion of the boys in the primary

sections is determined by the results of this examination. In addition to these inspections, Deputy and Sub-Deputy Inspectors are required when in the neighbourhood to pay surprise visits to schools whose condition is unsatisfactory. Formerly three regular inspections in the year were ordered for both town and village schools, and it was held that in districts where there were 80 vernacular schools or less, a Deputy Inspector could undertake the work above enumerated without the help of a Sub-Deputy Inspector. But in practice this was rarely if ever accomplished and no time was left for surprise visits. The revised rules will, it is expected, prescribe not more work than Deputy Inspectors in such districts will be able without undue haste to perform in the year. Nor will they injuriously affect the schools. A good school under an experienced headmaster does not require three inspections in the year. On the other hand, indifferent schools will be inspected as frequently as formerly, if not oftener.

The districts with more than 80 schools and with only one inspecting officer are Bara Banki with 97 schools, Rae Bareli with 90, Gonda with 86, Hardoi with 88, Sitapur with 87, Unao with 81 and Etáwah with 83 schools. Before recommending the appointment of Sub-Deputy Inspectors for these districts, I propose to ask Inspectors to report to what extent relief has been afforded to the Deputy Inspector by the new rules with regard to inspections, and whether they consider the appointment of a Sub-Deputy Inspector is still necessary. In districts where the extra work still falling on the Deputy Inspector is light, the Assistant Inspector might take the second inspection of some of the town schools and hold a larger number of centre examinations. Money is so urgently wanted for additional vernacular schools that I am loth to increase inspection charges if it can be avoided.

19. The interest shown by non-official members of the District Boards in the schools under their care varies considerably in different districts. The Commissioner of Gorakhpur writes that in Azamgarh the members of the Board seem to have taken real interest in the inspection of schools, in Gorakhpur they seem to have been indifferent, and in Basti positively obstructive. The Basti Board, however, as will be noticed later on, is the only board in these Provinces which has grasped the fact that apparatus must be supplied to schools if elementary instruction in physics is to be worth anything. In Meerut a great deal of inspection work has been done by the members of the board, and in Mainpuri, nine of the non-official members take an active interest in education. In Bánda, inspections by the non-official members have been fairly numerous, and from Hamírpur improvement is reported in this respect. On the other hand, in Bijnor no schools were visited by the non-official members, and in Saháranpur very few. In Rae Bareli the collective energy of the non-official members is concentrated in Rája Rámpal Singh, but it is considerable in amount, and in Jaunpur one member is said to have inspected the six schools in his neighbourhood. In Farukhabad the number of inspections during the year by non-official members was only four.

Chapter IV.—UNIVERSITY OR COLLEGIATE EDUCATION.

20. The following tabular statement shows the average enrolment for 2 years, the expenditure and the cost per scholar for the arts colleges of these Provinces :—

Class of College.	Name of College.	Average enrolment, 1895-96.	Average enrolment, 1894-95.	Expenditure met from—				Percentage of expenditure met from fees.	Cost per scholar.
				Public funds.	Fees.	Other sources.	Total.		
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State.	Muir Central, Allahabad ...	253	319	44,831	16,278	...	61,109	27	242
	Queen's, Benares	174	219	37,911	8,642	1,381	47,934	18	275
	College Department, Fyzabad...	40	39	2,847	1,714	...	4,561	38	114
Aided.	Agra	208	250	8,250	9,322	17,431	35,003	27	168
	Canning, Lucknow ...	265	279	21,773	9,124	33,027	63,924	14	241
	Muhammadan Anglo-Oriental, Aligarh.	145	176	10,750	8,346	14,803	33,899	25	234
	Bareilly	114	123	8,812	5,545	4,306	18,663	30	164
	Meerut	69	54	4,365	2,672	4,667	11,704	23	170
	Christ Church, Cawnpore ...	16	21	1,200	778	1,177	3,155	25	197
Unaided colleges or Departments.	St. John's, Agra	108	77	...	2,829	17,332	20,161	14	187
	St George's, Mussoorie ...	25	30	...	3,250	...	3,250	100	130
	St. Peter's, Agra	33	13	...	1,440	...	1,440	100	44
	Christian College, Lucknow ...	16	18	...	439	10,500	10,939	4	684
	Woman's College, „ ...	11	8	...	465	4,500	4,965	9	451
	Ramsay College, Almora ...	8	12	...	249	1,177	1,426	17	178
	Kayasth Patshala, Allahabad ...	21	...	...	466	3,852	4,318	11	206
	Total ...	1,506	1,638	1,40,739	71,559	1,14,153	3,26,451	22	217
	Total for 1895 ...	...	...	1,40,174	67,082	1,08,752	3,16,008	21	193

21. The most striking feature of the preceding statement is that for the first time in the educational history of these Provinces there has been a falling off amounting to nearly nine per cent. in the enrolment of the Arts' colleges. It will be natural to attribute this decrease to the enhancement of the fees in Government and Aided Colleges, and considering that St. John's, Agra, the only important Unaided college, shows an increase in its roll, it is probable that the higher fees may have had the effect of compelling some poor students to leave the other colleges. But poor scholars can now get a university education very cheaply at Gwalior and Jeypur; and another circumstance which has worked in the same direction and must not be left out of account, is that both at Allahabad and at Benares the principals have refused to readmit into the second year class the bad failures of the previous intermediate examination, who, in their opinion, required to go through the entire course of studies again. There does not, however, seem to be any reason to fear that this check to higher education is likely to be lasting. The Unaided colleges at Agra, Allahabad and Lucknow, which are free to charge such fees as they think fit, will meet the wants of the poor students in those towns, just as the Unaided colleges of Calcutta meet the wants of the poor student of Bengal and supply him with University education for the small sum of Rs. 3 per mensem.

There has been a slight decrease in the expenditure from public funds on the Muir College, which is probably due to the fact that the Principal is now a second grade officer. On the other hand, the Principal of the Benares College is a first grade officer and he has not yet reached the maximum pay of his grade. Thus there has been an increase in the expenditure on that college. There has also been an increase of Rs. 2,000 approximately in the grants to the Aided colleges. The increase of Rs. 1,700 in the case of the Canning College is probably due to a transfer from one account to another, as there is a corresponding decrease under the Law and Oriental Departments. In the case of Christ Church College, Cawnpore, the monthly grant of Rs. 100 has been drawn for 12 months instead of for nine, as last year.

22. Notwithstanding the decrease in the roll, there has been an increase in the fee-income of the Aided colleges. It would be rash to prophesy that this increase will be retained. Of late years several new colleges have been opened in these Provinces whose empty class rooms, as is apparent from the preceding statement, have yet to be filled. The managers of the older colleges find themselves confronted by rivals who have carefully studied the market and know how to attract the student desirous merely of getting his degree as cheaply as possible. Thus academic shopkeeping is passing through a period of depression and the market is not so much against the buyers as has been represented. At the same time there is without doubt a permanently increasing demand for higher education and eventually the public who can afford to pay the prices asked, will resort to those colleges where the best article is procurable.

23. The percentage of expenditure met from fees in the larger colleges varies from 14 per cent. at the Canning College to 30 per cent. at Bareilly. University education has hitherto been comparatively cheap at Lucknow, but eventually the fees at Canning College will be the same as at other Aided colleges. The expenditure at St. George's, Mussoorie, and St. Peter's, Agra, is entirely met from fees, but the teachers are not wholly dependent on this source of income. The liberality of the Missionary Societies in contributing to the support of the Unaided colleges at Agra and Lucknow is deserving of notice.

M.A. Examination.

24. The following table represents the results of the last examination :—

College.	Subjects of Examination.															
	English.		Sanskrit.		Persian.		Mathematics.		Chemistry.		Physics.		Philosophy.		Arabic.	
	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.
Muir College ...	7	3	...	..	1	1	1	1	1	1	...	...	...	..	...	...
Queen's „ ...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
Agra „ ...	5	5	...	..	...	...	...	...	1	1	1	1	1	...	...	...
St. John's „ ...	3	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aligarh „ ...	5	3	...	...	...	...	...	...	...	...		...	...	...	...	...
Canning „ ...	5	2	1	...	...	...	...	...	...	...	1	...	...	...	...	...
Total ...	26	15	1	...	1	1	1	1	2	2	2	1	2	...	...	...
Private Candidates ...	1	...	...	...	1	1	...	...	...	...	1	1	1	...	...	...
Total for 1896 ...	27	15	1	...	2	2	1	1	2	2	3	2	3	...	...	...
Total for 1895 ...	29	19	...	...	2	2	1	1	2	2	1	1	2	1	1	1

There were 39 candidates for this examination, *viz.*, 35 from colleges and four private candidates as against 38 last year. Of these 27 were examined in English and 15 passed, 7 in the second and 8 in the third Division. The single candidate who took up Mathematics passed in the second Division and the successful candidates in Persian, Physics and Chemistry all passed in the third Division. The three candidates who presented themselves for examination in Philosophy failed, and for the second year in succession no candidates appeared in History. The Agra College was, on the whole, the most successful. Four of the Muir College candidates in English failed. The Principal is of opinion that they were not strong enough for this examination and that they forfeited their small chances of success by irregular attendance and by fruitless efforts to obtain employment. The Principal of the Queen's College is unable to account for the failure of his students.

25. *B.A. Examination.*

Name of College.	1896.											1895.		
	Candidates.			Passed in A course in divisions.			Passed in B. course in divisions.			Total.	Percentage of passes.	Candidates.	Passed.	Percentage.
	Course.		Total.	I.	II.	III.	I.	II.	III.					
	A.	B.												
Muir, Allahabad	28	17	45	...	9	4	2	1	5	21	47	59	35	59
Queen's, Benares	20	13	33	...	6	3	...	1	5	15	45	35	15	43
Agra...	32	11	43	1	10	8	...	5	2	26	60	44	36	82
St. John's, Agra ...	5	3	8	...	1	...	...	2	...	3	37	18	15	83
Muhammadan, Aligarh ...	29	4	33	...	13	3	...	...	3	19	58	27	21	78
Bareilly	13	6	19	..	3	...	...	...	2	5	26	25	15	60
Canning, Lucknow ...	45	9	54	...	10	7	...	3	3	23	43	58	45	78
Christian, Lucknow ...	3	...	3	...	1	1	...	...	...	2	67	4	3	75
Woman's, Lucknow ...	1	...	1	...	1	...	...	...	...	1	100	...	...	...
Meerut	11	1	12	...	5	3	...	...	...	8	67	...	...	...
Total ...	187	64	251	1	59	29	2	12	20	123	49	270	185	69
Total for 1895 ...	212	58	270	10	103	45	4	16	7	185	...	...	...	...

The number of candidates fell from 270 to 251, the number of passes from 185 to 123 and the percentage of successful candidates from 69 to 49. Muir College and St. John's College, Agra, sent up much smaller classes than last year and the variations in the case of the other colleges are small. On the other hand, the Meerut College presented its first class of twelve candidates and passed eight, a very good result. The success of this college will come as a surprise to all interested in the examination and probably most of all to the Syndicate of the University who, distrustful of the competency of the existing staff to undertake such a responsibility, insisted on the appointment of a graduate in Honours from a European University as a condition of affiliation. It is of course easier to handle a class of 12 students than one of 30, but it is unlikely that as many as 8 would have passed unless Mr. Andrews and his assistants had taken unusual pains with their education. The percentage of successful candidates is less this year for all the other colleges except the Queen's College, but the figures for the larger colleges are not unsatisfactory except in the case of the Bareilly College. This college had the misfortune to lose its esteemed and very popular Principal, Mr. Irwin-Nesbitt, not long before the examination, and his place has only lately been filled For some time before his death Mr. Nesbitt had been out of health suffering particularly from bad eye-sight, and it is in my opinion very probable that his ill health was the chief cause of the failure of the Bareilly students.

26. *B.A. Examination.*

College.	Number of failures in—					
	English.	Philosophy.	Second language, History or Mathematics.	Physical Science and additional Mathematics.	Mathematics.	Aggregate.
Muir, Allahabad	10	12	3	4	8	20
Queen's, Benares	11	9	4	3	6	16
Agra	7	12	5	3	3	14
St. John's Agra	2	4	2	...	1	5
Muhammadan, Aligarh ...	11	10	1	...	1	8
Bareilly	10	9	2	2	4	13
Canning, Lucknow	17	28	1	1	1	23
Christian, Lucknow	...	1	...	...	...	1
Woman's, Lucknow	...	...	...	...	...	...
Meerut	1	3	1	...	1	3
Total ...	69	88	19	13	25	103

The preceding table shows the number of failures in the different groups of subjects and also helps to explain why the number of passed candidates this year is so very much lower than last. The examination in English has been somewhat more difficult and that in Philosophy very much so, the failures in this subject having risen from 20 to 88. It is said that one of the papers in Philosophy was the most difficult ever set for the B A. degree, as it demanded a much deeper and more comprehensive knowledge of the subject than had ever been required before. Thoroughness in all branches of knowledge is an excellent thing, but in the case of the University examinations there is another consideration of not less importance, and that is the necessity of maintaining uniform standards of examination. Without such uniformity the value of the certificates becomes an indeterminate quantity, and consequently useless as a criterion of ability. But the object aimed at is not likely to be secured as long as the University entrusts the conduct of its examinations to irresponsible individuals, who are not agreed as to what the standards ought to be. Other universities have experienced the same evil and have tried to remedy it by such devices as model question papers or the appointment of moderators to supervise and if necessary alter the papers before they are given out to the candidates, and the University of Allahabad appoints such moderators for the Intermediate and Entrance examinations. Both these plans are open to objections, and that which I believe finds most favour in England is the appointment of standing boards of Examiners in the different subjects, the members of which either set the questions themselves or appoint other persons to do so and then revise them. There seems no reason why this plan should not be adopted by the University of Allahabad.

27. *Intermediate Examination.*

College.	1896.											1895.		
	Candidates.			Passed in A course in Divisions.			Passed in B course in Divisions.			Total.	Percentage.	Candidates.	Passed.	Percentage.
	Course		Total.											
	A.	B.		I	II	III	I	II	III					
Muir, Allahabad	39	28	67	...	6	16	1	8	6	37	55	103	33	32
Queen's, Benares	23	37	60	...	1	8	...	...	16	25	42	96	32	33
Fyzabad	10	14	24	...	1	2	...	...	2	5	21	22	6	27
Agra	46	22	68	1	4	13		1	9	28	41	80	27	34
St. John's, Agra	23	21	44	...	1	10	1	2	9	23	52	31	11	35
St. Peter's Agra	24	8	32	...	...	5	...	1	1	7	22	13	4	31
Muhammadan, Aligarh ...	79	2	81	...	8	18	..	...	...	26	32	65	24	37
Bareilly	32	16	48	...	...	5	...	2	6	13	27	58	20	34
Christian Church, Cawnpore ...	7	2	9	...	1	4	...		1	6	67	10	3	30
Canning, Lucknow ...	59	34	93	1	8	19	1	4	11	44	47	80	39	49
Christian, Lucknow ...	6	2	8	...	...	2	...	...	1	3	37	4	1	25
Woman's, Lucknow ...	2	1	3	...	...	1	...	..	...	1	33	5	4	80
Meerut	22	15	37	.	3	6	...	2	6	17	46	21	4	19
Ramsay, Almora	4	2	6	...	...	2	...	...	...	2	33	5	...	...
St. George's, Mussoorie ...	1	...	1	...	1	...	...	...	...	1	100	2	...	...
Philander Smith, Mussoorie ...	...	..	...	...	..	...	..	...	...	...	..	2	1	50
Total for 1896 ...	377	204	581	2	34	111	3	20	68	238	41	597	209	35
Total for 1895 ...	386	211	597	1	34	90	7	26	51	209	...	...	...	...

There has also been a slight falling off in the number of candidates sent up for this examination; but the number of passes has increased from 209 to 238. The Government colleges at Allahabad and Benares had considerably smaller classes than last year, but the enrolment of all the principal Aided colleges except the Agra and Bareilly Colleges has increased. The increase in the number of passes occurs chiefly in the third division, which detracts much from its value. The falling off in the numbers on the roll of the Muir College and the great increase in the percentage of successful candidates are no doubt due to Dr. Thibaut's refusal to allow the bad failures of former years to rejoin the second year class. The condition of the junior college classes at Aligarh and Bareilly seems to be even less satisfactory than last year, but there has been a marked improvement in the Mission colleges at Agra and Cawnpore. Fyzabad instead of improving, as was hoped, shows further deterioration.

28. *Intermediate Examination.*

College.	Number of failures in							
	English.	Arithmetic, Algebra and Geometry.	Deductive Logic.	Classical Language.	History or Trigonometry or Conic Sections.	Trigonometry or Conic Sections.	Physics and Chemistry.	Aggregate.
Muir, Allahabad	19	3	6	4	6	4	7	25
Queen's, Benares	27	5	3	1	3	7	6	29
Fyzabad	17	1	4	2	1	5	7	16
Agra	33	12	12	10	7	5	6	36
St. John's, Agra	14	4	6	4	7	2	3	17
St. Peter's, Agra	23	12	8	5	12	3	1	24
Muhammadan, Aligarh	40	16	9	9	17	..	..	52
Bareilly	29	7	7	6	12	2	2	32
Christ Church, Cawnpore	2	...	...	1	...	...	...	2
Canning, Lucknow	36	15	9	7	9	8	2	42
Christian, Lucknow	4	2	2	2	1	...	...	4
Woman's, Lucknow	...	1	1	1	...	1	1	1
Meerut	17	6	...	3	4	1	3	18
Ramsay, Almora	4	1	1	...	1	..	1	4
Total ...	265	85	68	55	80	38	39	302

English was again the most fatal subject; but the number of failures was not so great relatively as last year. The number of passes in separate subjects and groups of subjects was relatively higher in the Government than in the Aided colleges, which would seem to indicate that the former have, on the whole, a better class of students in this section.

Government Colleges.

29. *Muir College.*—The following extracts are taken from the Principal's annual report:—

"An important addition to the staff of the college was made by the creation of a special Professorship of Chemistry. Mr. Hill, who was appointed to this post by the Secretary of State, joined the college on the 26th December, relieving Mr. Bhaduri who had acted as Professor of Chemistry since 15th October 1894, and had shown himself a very able and efficient teacher. The college is at present fairly well equipped for the teaching of the higher branches of the formerly so-called B. course, comprising Mathematics and Science. The Professor of Mathematics has ample time to teach the B. A., B. Sc., and M. A. classes; and as there are at present separate Professors for Physics and Chemistry the demand for more thorough and specialised teaching in science which has sprung up in consequence of the establishment of the B. Sc. degree will no doubt be satisfactorily met. The preparation for this degree and the connected B. A. degree on the B. side requires, however, a great deal of practical work being done in college, which the Professors are hardly able to accomplish without the help of assistants. There is at present an assistant to the Professor of Physics. The Professor of Chemistry is without an assistant and has already pointed out the great inconvenience to which he is put thereby.

On the literary (so called A.) side the staff has been considerably weakened by the abolition of the Professorship of History. The staff on the A. side of our colleges is, in fact, at present just strong enough to get through the work which is thrown on it, in a fashion. I do not mention these facts with a view to basing on them a

claim for an immediate strengthening of our staff on the A. side. We are able, under the present arrangements, to do as much as must be done; but considering the demands generally made on Government colleges, *viz.*, that they should present to all other institutions the highest standard of excellence of instruction, the disadvantages under which the Muir Central College is at present labouring may, I venture to think, be pointed out."

"*Numbers on roll.*—The numbers borne on the rolls of the college at the end of the last two academical years are shown in the following statement:—

		31st March 1895.	31st March 1896.
Intermediate ...	First year	93	59
	Second year	103	68
B. A. ...	Third year	39	36
	Fourth year	59	52
M. A.	... ...	17	18
	Total ...	311	233

As far as the Intermediate classes are concerned, the decrease of numbers in the year under report is hardly to be deplored. The Intermediate Examination of the University had been rather severe in the years immediately preceding 1895, and in consequence of this the second year class had gradually grown to an altogether unmanageable size. It is quite impossible for our limited staff efficiently to teach Intermediate classes of 100 and more students; the majority of whom when joining the college are insufficiently grounded in the elements of English and generally not well prepared for academical study. At the beginning of the year under report I therefore had to refuse readmission to many of those who had failed in the preceding Intermediate Examination."

"There further was a smaller number of admissions to the first year class than in the previous years. This was no doubt due in some degree to the higher rate of fees which at present is levied in Government Colleges. It is difficult to form an accurate notion of the general effect of such measures before they have been in operation for some years; but as far as the Muir College is concerned, some immediate effect of the raising of the fees can be distinctly traced, in so far as that measure finally led to the establishment of Intermediate college classes in the Kayasth Pathshálá As our lower classes stood in need of some lightening, the establishment of the collegiate department in Kayasth Pathshálá is not of course to be regretted."

"The practical work in science during the year under report had to be carried on under considerable disadvantages, there being no sufficient class-room accommodation and the funds allowed for providing the necessary chemicals, spirits, &c., being completely exhausted long before the end of the term."

"The necessity of an extension of the college building in order to provide new rooms for practical work in physics and chemistry has already been recognized by Government. It is to be hoped that we shall also be enabled before long to supplement our physical and chemical apparatus to an extent which will truly qualify this college for the higher Science Examinations for which the college is not yet affiliated to the University."

30. The most pressing want of the Muir College in Dr. Thibaut's opinion is a boarding-house for Hindu students. The two bungalows now used for the purpose are said to be in every way most inconvenient. On the other hand, the Muhammadan boarding-house is said to be comfortable, attractive and well suited to its purpose.

31. *Queen's College, Benares.*—Mr. De la Fosse succeeded Mr. Jennings as Professor of English Literature and Babu Sarda Charan Chakravarti, B.A., was appointed Assistant Professor of Science. The Principal notes in his report that the numbers on the roll have fallen from 206 to 170, and attributes the decrease to the enhancement of the fees and the dismissal of students who had failed badly at the Intermediate Examination last year. It has occurred altogether in the first and second year classes; the senior classes being somewhat stronger than last year. Athletic sports and games are not apparently popular at Benares, and Mr. Wright deplores the apathy of the majority of the students in this respect. All boarders are required to subscribe to the recreation fund, and gymnastic exercises are practised during the rainy season; games are also played in the cold weather; but the college and school have not distinguished themselves in the University and Circle Tournaments. The debating club holds regular meetings in the

first part of the session. There is also a theatrical club and every year two or more approved Hindu plays are acted.

32. *Fyzabad.*—The continued ill success of the college classes at the University Examinations has rendered the question of their continuance under Departmental management more pressing. These classes were opened in 1881 at the request of some of the principal residents of the town and district. The Fyzabad Zilla school of those days held a high place in Oudh and had a strong and well-paid staff of masters. At the Intermediate Examinations of the University of Allahabad from 1891 to 1894, inclusive, when Mr. De Cruz was Principal, the percentage of successful candidates from Fyzabad was in every year higher than from either the Muir or the Queen's Colleges. Since that time many changes have taken place in the staff ; but Mr. Crosse, till lately Inspector of Schools in Oudh, who is intimately acquainted with the condition of the school and the qualifications of the teachers, considers that they are not, on the whole, inferior to their predecessors. He adds that the majority of students have passed the Entrance Examination in the 2nd and 3rd divisions, the latter greatly preponderating, and are failures from other colleges. He considers that a college student would probably derive more benefit from reading during the whole of his university career in a first grade college than partly in a second grade college where the majority of teachers are men whose mother-tongue is not English and then in a college where the majority of professors are Englishmen.

The officiating Inspector deprecates the continuance of these classes under State management, on the ground that it is the declared policy of the Government only to maintain college classes or departments as models to other institutions, and that it is for this reason that higher fees are prescribed in state colleges. He also points out that, under the rules, college students at Fyzabad will eventually have to pay Rs. 8 per mensem for their education, while it would cost them Rs. 2 per mensem less at the well-equipped Canning College. There seems to me to be much force in the arguments of these gentlemen, and I may be permitted to add that it by no means follows that because a man even with the highest qualifications has taught an Entrance class successfully that he will be equally successful as a lecturer to college classes. In most cases he would take some time to adapt his teaching to the more developed faculties of his students and he might never succeed altogether in doing this. He might never fully realize that explanations of difficulties which a schoolboy required were unnecessary in a class of college students, and that, on the other hand, they would be expected to answer questions in their examinations more fully and in somewhat better style than Entrance candidates. This it seems to me would very probably be the case with a painstaking and conscientious teacher anxious to do the fullest justice to his class and not to slur over even the most trivial difficulties. Thus I cannot but think that the Department was somewhat over-venturesome when it undertook to furnish lecturers for college classes at Fyzabad from its somewhat limited stock of zilla schoolmasters available for the purpose, and that it would have been better to have followed the plan subsequently adopted at Meerut, where the Government retired from the direct control of education when the college was founded, making over the lower classes of the zilla school to the Municipal Board and the higher ones to the College Committee, but giving the latter a grant-in-aid equal to the net annual expenditure on the zilla school. The advantages of this plan were that it not only awakened local interest in and a sense of responsibility for the welfare of the new college, but it gave the managing Committee an absolutely free hand in the choice of their staff.

33. The Government colleges of these Provinces, omitting Fyzabad, are situated in the eastern districts within the limits of the third circle. The eastern districts are as regards education more backward than any other part of the province, and the Anglo-Vernacular schools of the third circle have been for some years the least successful in the public examinations. It is therefore probable that unless secondary education in this circle can be improved, the two colleges will compare unfavourably with the less expensive aided colleges of the other circles, and to that extent will fail to realise the object for which they are maintained. Under the circumstance it is perhaps doubtful whether both should be kept up as model colleges teaching up to the highest standards both on the Literature and on the Science side. The Muir College it may be assumed must be retained and strengthened as occasion may demand with the best staff of professors available, nor would any one but a Vandal of the worst type advocate the transfer of the Benares College, the national home of Sanskrit scholarship, to a local committee. But it can scarcely be necessary to equip this college with a staff and apparatus for the teaching of Science up to the Doctor's degree considering its proximity to Allahabad, and it might be advisable to give greater prominence to the literary side of education by restricting the study of Science to the Intermediate standard, and concentrating all the force available for teaching the various subjects included under the term at Allahabad.

AIDED COLLEGES.

34. *Agra College*.—The Principal writes as follows:—

"In November Babu Satish Chunder Banerji won the Prem Chund Rai Chund scholarship of the Calcutta University, the best prize open to an Indian student. This is the first time this prize has come to the N.-W. Provinces, and as our connection with the Calcutta University has now closed, it is likely to be the last. We sent one candidate to Roorkee, *viz.*, Bhagvati Prasad, and he took a good place at the Entrance Examination for the Engineer's class.

At the reopening of the college in July we lost the services of Mr. Andrews who was then appointed Principal of Meerut College. Mr. Andrews has been with us twelve years and had always done his work carefully, ably, and successfully and it is a matter of regret to all friends of the college that we had not money to retain his services. Mr. Douglas was promoted to the 1st Professorship of English when Mr. Andrews left, and Mr. Cuthbertson Jones, B.A., London, was appointed 2nd Professor. Mr. Jones is very popular with the students, and his work and conduct have been in every respect satisfactory.

Physical exercise has been well kept up and the danger now is that it may be carried too far. We consider athletics a means of sound health and so a help to study, but we have no intention of seeing athletics the chief or only interest of the students. The conduct of the boarders has as usual been excellent and their health throughout the year very good. But just at the close of the year Professor Karforma had a severe attack of small-pox and one of the boarders a mild attack. I am glad to say both recovered."

35. Mr. Thomson does not think the new scale of fees beyond the means of the community in general, who often show that they have plenty of money to throw away. "Though a student has no chance of passing an examination, and we dissuade him from wasting time and labour in a useless attempt, he will never listen; and if we positively refuse to send him up he will move heaven and earth to get an opportunity of losing his money. Again we see students paying fees in institutions where there is little or no real teaching, that they may be sent up to the examination where failure is certain. The amount spent on marriages and such ceremonies shows that the people have ample resources."

36. *Canning College*.—The following extracts are taken from the Principal's annual report:—

"Mr. Young resigned his appointment and left the college on the 13th November last, to the great regret of his colleagues and his students. His students expressed their deep gratitude to him for the care, skill and patience he had shown in his daily work to them, and for his earnest devotion to their interests generally. The college was fortunate in securing the services of Mr. M. B. Cameron as Assistant Professor. His scholarship and professorial experience render him a great acquisition to the staff. He joined his appointment on the 1st November last, and his ready help and advice have been most valuable in carrying on the work of the college.

The number on the rolls in March last in the College Department was 265, in the Oriental Department 21, and in the Law Department 167. Omitting those who were both in the Law and Arts classes, the total number on the rolls was 332. The corresponding numbers for the previous year were, College Department, 274; Oriental Department, 37; Law Department, 234; total 390.

The increased fee had an immediate effect on the Law class, forcing many to with draw who were Law students only in name and nothing more. In the case of Art students studying Law the number went down from 208 in July to 121 in March, and in the case of outsiders from 87 to 46. The effect on admissions to the Arts classes can not be estimated as the Committee had resolved that those already on the rolls should pay according to the old rules, and therefore the increased fee had only to be paid by the first year's class, and by the few outsiders who might join the third year's class."

The Principal's report contains some interesting remarks by the professors on their special work. Mr. Ward, Professor of Physics writes with regard to his third year class:—

"During the year the new course of study for the Science Degrees has come into force. Its most distinctive feature is the prominence given to experimental work, the course of Practical Physics being entirely new. I find that the students like the work and say that it clears up their ideas about the theory. It does much more than this, it impresses on them the importance of perseverance and accuracy. I insist

on the results obtained being as good as can be obtained with the instruments at their disposal, and this in itself is a valuable moral discipline. Success in experiment is also dependent upon manual dexterity, and often requires some additional piece of apparatus to be made by them or for them, thus teaching them the use of tools."

Mr. Cameron finds that there is a want of fluency in colloquial English on the part of his students. He has been giving them a great deal of *vivâ voce* examination to remove this defect. He observes in their composition that they do not perceive the precise meaning and value of the expressions they use. This arises from want of practice but want of precision in language is also an indication of want of precision in thought. Their composition is their weak point. It abounds in errors that ought to have been eliminated at an earlier stage.

"Every room in the boarding-house was occupied and there were many applicants for admission who had to find accommodation elsewhere. If the efforts now being made to extend our accommodation should prove successful, it will add greatly to the popularity of the college. The parents show in their letters to me the importance they attach to having their sons under proper supervision, and the students are eager to have a room where they can study in quiet and have the help of their fellow students; and be near the cricket field where they can have exercise of an evening, and be near the college for the convenience of attending the meetings where they read essays and have debates."

The Principal also reports that the introduction of unseen passages into the examinations has given a great impetus to general reading. The librarian's register shows that books are now frequently taken out which formerly were scarcely ever looked at. The books which are chiefly read are works on India (such as the Rulers of India series) Essays, Speeches, Historical works, the Boy's Own Paper, the Illustrated London News, and the Nineteenth Century.

37. The following extracts from the report of the Principal of the Muhammadan College, Aligarh, will be read with interest:—

"The total number of students in the school and college was 59 less in the last year than in the preceding year. Possibly the fact that the fees for day-scholars were raised last year is the cause of the fall in numbers. It will be seen that the number of boarders remained almost stationary. As, however, the rooms were all filled it was impossible for it to increase. The number of Muhammadan boarders in the College Department rose from 161 in 1895 to 173 in 1896."

"As regards our courses of study, we look forward with great hope to the changes that are contemplated by the University in the B. A. Courses. The Faculty of Arts has approved of the introduction of an advanced course of History that will enable the student to gain some real knowledge of this important subject. The principle of the specialization of colleges has been generally received with favour and an important step in this direction has already been taken with reference to the Science degrees. A new era is thus opening before the University, which is beginning gradually to move in the direction of the English Universities of Oxford and Cambridge. It is proposed also to add a course in Anglo-Saxon and early English as an optional subject, and as the Muhammadan Anglo-Oriental College possesses on its staff a Professor who took his degree at Cambridge in this subject, the college will naturally teach it. If, as I trust it will be, the new scheme of studies is passed, the college will endeavour to give scholarly instruction in English, History, Mathematics, and Arabic.

The teaching power of the college has been substantially increased by the arrival of Mr. Tipping. The appointment of Professor Zia-ud-din, as Assistant Professor of Mathematics, has also added to our strength. A new executive post has been created during the year, that of Provost. The duties of the post are discharged by Mr. Morison. The Provost inspects the daily register and fines students who are absent without leave, has charge of physical education, and inspects the rooms of the boarders, and discharges various other duties. Two important steps have been taken during the past year for the improvement of discipline; the first the collection of the junior boys in the Zahur Husain Ward, where they are under the constant supervision of a resident master; and the second the further development of the monitorial system that was started in the previous year. House monitors, who take the night attendance and report on serious breaches of discipline and morals, have been appointed. They are rewarded with a silver badge for the conscientious discharge of their duties. The establishment of the system has taken up a great deal more work than I anticipated, and the organization is still but half complete. The results already obtained justify us in the belief that we shall have in the monitors an invaluable engine of discipline and means of training our students.

In the University Inter-College Tournament held at Allahabad in January, we met with conspicuous success. Out of 9 first prizes and 9 second prizes, students of

the Muhammadan Anglo-Oreintal College obtained 7 first prizes and 7 second, that is to say 14 prizes out of a total of 18. The riding-school has flourished during the past year. The number of students receiving instruction has varied from 25 to 39. Some of them have turned out accomplished riders."

38. Mr. Beck is of opinion that the raising of the fees in Arts Colleges and the increased severity of the University Examination will deter young men from continuing their studies at Arts Colleges and thus will prejudicially affect the spread of higher education. He would like to see more ample provision made for the admission of poor students who will every year be shut out in larger numbers as the fees continue to rise.

39. *St. John's College, Agra.*—The buildings, within the last two years, have been considerably enlarged and improved, and every effort is being made to place St. John's College on a footing with the best colleges in the North-Western Provinces, and to provide for the Indian Christian community those educational advantages and appliances which other communities have been able to obtain. The Christian hostel has been enlarged, so that now there is accommodation for 130 boarders. The swimming bath is in full use and is very popular. The Hindu hostel is adjacent to the Principal's bungalow, and can accommodate about 40 students.

The college won the first prize for pole jumping and the second for throwing the cricket ball at the University sports. The first eleven was not up to its usual strength and the play in the cricket matches was disappointing. Football has been recently introduced and seems likely to become very popular. Regular classes in gymnastics were conducted during the winter season under military supervision and several students acquired considerable proficiency. Fencing also was taught to some extent.

The demand for admittance into the Telegraphic Training class continues as great as ever, and the training has proved in many cases the beginning of a useful career in various forms of skilled employment in connection with the Rájputána-Malwa Railway and other railways. Candidates are admitted after passing an Entrance Examination in English and Arithmetic, and after being passed by a medical officer as being in good physical health. Successful candidates are entitled to a scholarship of Rs. 10 per mensem during the three months under instruction in telegraphy. A scheme is on hand for considerably increasing the usefulness of this class.

40. *Bareilly College.*—This college was most unfortunate last year in losing by death both Mr. Nesbitt, the Principal, and B. Jagan Nath Prasad, the Professor of Mathematics. Mr. Carey, Professor of English Literature, has been appointed Principal in Mr. Nesbitt's place. The numbers on the roll are almost stationary. The Committee has resolved not to attempt to teach the new B. Sc. course, as they have not at present the means of doing so. In my opinion they have acted wisely. The Canning College, Lucknow, is well equipped for this course and is within easy reach of the Rohilkhand Division.

41. *Meerut College.*—The roll has risen from 57 to 71, and to meet the demand for additional boarding accommodation the Committee have hired a house in the neighbourhood of the college where 25 boarders will be lodged. Mr. Andrews, Senior Professor of the Agra College, assumed charge of the Principalship last July and is to be congratulated on the progress which the college has made in the interval. The departure of B. Rama Nath Dey, Professor of English, is greatly regretted. He had made himself very popular as lecturer, superintendent of the boarding-house, and captain of the cricket club. He has been succeeded by Mr. Hirst, officiating Professor of History in the Lahore college. Cricket, a very popular game at this college, was arrested by the fear that the ground would have to be given up and by the destruction of gear in the rainy season.

42. *Christ Church College, Cawnpore.*—Classes teaching up to the B. A. degree were to be opened in July and the success of the college at the last University Examinations will doubtless attract new students. A hostel for boarders is to be opened immediately and the staff has been strengthened by the appointment of another Professor, the Rev. A. Blair, M. A., Oxon.

Sanskrit College, Benares.

43. There were 377 students on the rolls of the Sanskrit College, on the 31st of March 1896, against 327 on the same date of the preceding year, showing an increase of 50 students; 185 students appeared for the Prathama, Madhyama and Acharya examinations in 1896, of whom 113 passed; of the 58 students who were successful in the Acharya in parts, two passed in entire Jyautish, and one passed in Upadhyaya in Sankhya. I subjoin a table which shows the results of the examinations of the Sanskrit College, Benares, held in 1896:—

Name of examination.	Number of students appeared.	Number of students passed.	Remarks.
Prathama Pariksha	24	11	*Of the 58 students who passed Acharya in parts, 2 passed in entire Jyautish Acharya, and 1 passed in Upadhyaya in Sankhya.
Madhyama, entire course	44	20	
Ditto, graduated	31	24	
Acharya Pariksha	86	*58	
Total ...	185	113	

From other schools in North-Western Provinces and Oudh, 177 pupils entered at the Sanskrit College Examinations in 1896 (under the graduated scheme) against 195 who appeared for the same examinations in 1895. The following table gives details with regard to each examination :—

Name of examination.	Number of students appeared.	Number of students passed.	Remarks.
Prathama Pariksha	98	41	
Madhyama, entire course	7	6	
Madhyama, graduated	72	50	
Total	177	97	

It will be seen from the above tables that the total number of students who appeared for the examinations from the Sanskrit College and from other schools in North-Western Provinces and Oudh was 362, of whom 210 passed or a percentage of 58 of success.

Those students of the Sanskrit College who did not appear for the examination under the graduated scheme, were examined on paper as usual. The results were creditable to the teachers and the taught.

Thirty-six students were on the rolls of the Anglo-Sanskrit Department of whom 27 appeared for the examination and 25 passed. The examination of this Department was conducted by Mr. Venis, the Principal, assisted by Pandit Kesana Sastri; and the results were fairly satisfactory.

The proceeds of the Griffith Memorial Fund amounting to Rs. 244 were awarded as scholarships and a small amount in prizes to the students who passed satisfactory examinations in the Darsanas.

The Sanskrit College staff and some of the senior scholars have continued to contribute to the Pandit Journal and to the Vizianagram Sanskrit series both of which publications have been favourably noticed in Europe during the year under report.

44. In the resolution of Government on the last annual report it was remarked that notwithstanding the facilities which exist for the study of Sanskrit at Benares and elsewhere very few candidates present themselves for the M. A. degree in this subject. The reason probably is that the degree is only open to young men who have graduated in Arts in English and two other subjects, and can afford to continue their studies for at least another year in an Arts College. In order to obtain it a student must have a very fair knowledge of English and also some private means, unless indeed he is lucky enough to hold a substantial scholarship. The poor pandit who cannot afford to pay for an English education and yet wishes to learn Sanskrit finds a teacher where he can, and if he can pass the matriculation examination joins the Sanskrit College at Benares. There are more than 80 students from this college who sit for the degree of Acharya every year, in other words more than twice the total number of candidates for the Allahabad Masters' degree in every subject. There does not seem to be any reason why the University should not recognise this degree unless indeed it is thought that advanced scholarship in any subject is unattainable by a person who does not know English. This was once a departmental tradition and we are still feeling the effects of it. At the present time a boy cannot begin to learn an Oriental classical language in a Government school unless he learns English also. But it would be a comparatively easy matter to open Sanskrit classes at a few vernacular secondary schools teaching up to the Entrance standard of the Benares Sanskrit College, and I believe that such a step would be appreciated by those who hope to continue their studies there.

45. The following are the results of the Mulla Examination, which is held every year at Allahabad:—

	1895.		1894.	
	Candidates.	Passed.	Candidates.	Passed.
Canning College, Oriental Department ...	2	1	1	1
Chashmai Rahmat School, Gházipur ...	1	1	1	1
Government High School, Mirzapur ...	...	...	1	1
Total ...	3	2	3	3

There is a famous school of Arabic and Persian learning at Deoband in the Saháranpur district which might send up candidates for this examination if it were not held so far away. I have been told that some of the pupils of this school are accomplished scholars and have read beyond the standard of this examination.

CHAPTER V.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.

46. *Roll.*

Circle.	Class of schools.	Year.	Number of schools.				Scholars on rolls, March 31st 1896.					
			High.	Middle.	Primary.	Total.	High section.	Middle section.	Upper Primary section.	Lower Primary section.	Total.	Average daily attendance.
First.	State ...	1895-96 ...	8	11	6	25	268	677	736	838	2,519	2,106
		1894-95 ...	8	12	6	26	238	652	751	887	2,528	2,100
	Aided ...	1895-96 ...	13	16	4	33	551	969	1,076	2,473	5,069	4,244
		1894-95 ...	13	15	5	33	562	970	1,054	2,799	5,385	4,331
	Branch ...	1895-96 ...	...	...	10	10	...	...	15	794	809	661
		1894-95 ...	...	...	10	10	...	...	20	853	873	691
	Unaided ...	1895-96 ...	1	3	4	8	7	57	86	324	474	359
		1894-95 ...	1	1	3	5	10	41	58	234	343	250
Second.	State ...	1895-96 ...	11	1	3	15	259	622	718	410	2,009	1,755
		1894-95 ...	11	1	3	15	234	651	739	446	2,070	1,769
	Aided ...	1895-96 ...	5	9	3	17	189	407	402	1,100	2,098	1,731
		1894-95 ...	5	9	3	17	199	417	406	1,170	2,192	1,768
	Branch ...	1895-96 ...	...	...	20	20	...	...	...	1,654	1,654	1,466
		1894-95 ...	...	...	20	20	...	...	...	1,866	1,866	1,491
	Unaided ...	1895-96 ...	2	4	...	6	39	73	78	474	664	527
		1894-95 ...	3	4	...	7	33	104	99	477	713	481
Third.	State ...	1895-96 ...	7	...	...	7	361	482	439	439	1,721	1,518
		1894-95 ...	7	...	...	7	416	561	468	537	1,982	1,666
	Aided ...	1895-96 ...	17	11	3	31	379	959	1,020	2,209	4,567	3,808
		1894-95 ...	16	11	3	30	362	971	1,037	2,412	4,782	3,858
	Branch ...	1895-96 ...	...	...	3	3	...	...	38	254	292	212
		1894-95 ...	...	...	4	4	...	...	21	282	303	226
	Unaided ...	1895-96 ...	2	5	...	7	119	337	296	714	1,463	1,033
		1894-95 ...	1	4	...	5	73	201	247	420	941	722
Fourth.	State ...	1895-96 ...	7	3	1	11	287	462	454	632	1,835	1,587
		1894-95 ...	7	...	...	7	310	405	393	581	1,689	1,501
	Aided ...	1895-96 ...	3	8	4	15	60	330	429	1,154	1,973	1,672
		1894-95 ...	3	12	4	19	61	410	526	1,333	2,330	2,010
	Branch ...	1895-96 ...	...	...	3	3	...	...	...	183	183	130
		1894-95 ...	...	...	3	3	...	...	...	164	164	117
	Unaided ...	1895-96 ...	2	1	3	6	24	63	85	341	513	415
		1894-95 ...	...	2	1	3	...	7	11	189	207	140
Total.	State ...	1895-96 ...	33	15	10	58	1,175	2,243	2,347	2,319	8,084	6,966
		1894-95 ...	33	13	9	55	1,198	2,269	2,351	2,451	8,269	7,036
	Aided ...	1895-96 ...	38	44	14	96	1,179	2,665	2,927	6,936	13,707	11,455
		1894-95 ...	37	47	15	99	1,184	2,768	3,023	7,714	14,689	11,967
	Branch ...	1895-96 ...	...	...	36	36	...	...	53	2,885	2 938	2,469
		1894-95 ...	...	...	37	37	...	...	41	3,165	3,206	2,525
	Unaided ...	1895-96 ...	7	13	7	27	189	530	545	1,853	3,117	2,334
		1894-95 ...	5	11	4	20	116	353	415	1,320	2,204	1,593

The preceding statement shows the number of Anglo-Vernacular Schools for boys in each Circle, the roll of each section, and the average daily attendance for the year under review compared with the previous year. Under "State" schools are included all schools maintained by Government or Municipal Boards. The "Branch" schools are feeders of District Schools, and are nominally Municipal or Aided Schools, but are under the management of the head master of the District School. Under

the new curriculum these schools will become upper primary vernacular schools in which a little English will be taught in the highest classes instead of Rent and Revenue Law. They receive small grants-in-aid from Local Funds and thus in some municipalities there is this anomaly;—the District School which is maintained from Local Funds receives a grant from the municipality, and the branch school which is nominally a Municipal or Aided School receives a grant from Local Funds. It would greatly simplify matters if the account were adjusted by the withdrawal of the Government grants to Branch schools and the reduction by the same amount of the municipal subsidies to District Schools. It would also, in my opinion, be desirable to place Branch Schools directly under the management of Municipal Boards where these contain members able and willing to interest themselves in education. In a few towns I believe officers of the department have seats, on the Municipal Board and in such places there would be no difficulty in carrying out this suggestion.

In the First Circle a school in Aligarh formerly under municipal management is now an Aided School under private management, and in the fourth circle four schools formerly aided by municipal committees are now managed by them and are shown as State Schools. Many of the State Schools which are managed by municipal committees are small middle schools which are maintained in order to give a few of the wealthier inhabitants the opportunity of having their sons educated up to the middle standard without leaving home. As a rule the staff of such a school consists of one or two English masters and a maulvi, and though the teachers work very hard, the teaching is often very poor. As the vernacular instruction in these schools and the District Board's town schools will be now identical, it will be possible to amalgamate the two, provision being made for a bifurcation of lessons in the highest classes, and I believe that it will be found beneficial to have the two schools thus combined under one headmaster.

There has been a falling off in the average daily attendance of all classes of schools except the Unaided, and the increase which they show is due chiefly to a larger number having sent in returns this year. These schools not having to submit to departmental rules can be more accommodating to parents and are therefore more popular than State and Aided Schools. Probably also a larger number of boys now read with private tutors.

47. The following table gives the number of Hindus and Muhammadans in the various sections of Government Anglo-Vernacular Schools:—

	Lower Primary.	Upper Primary.	Middle.	High.	Total.
Hindus	1,163	1,553	1,613	949	5,278
Muhammadans	385	470	442	247	1,544

48. The expenditure on these schools and the incidence and the cost to Government per scholar are shown below:—

Circle.	Class of schools.	Roll on 31st March 1896.	Expenditure met from—				Incidence per scholar.	Cost to Government per scholar.
			Public funds.	Fees.	Other sources.	Total.		
First.	State	2,519	52,578	31,246	2,597	86,421	34	21
	Aided	5,069	63,968	50,283	47,078	1,61,329	32	13
	Branch	809	3,532	4,341	210	8,083	10	4
	Unaided	474	...	1,519	4,746	6,265	13	...
Second.	State	2,009	45,458	27,251	593	73,302	36	23
	Aided	2,098	23.679	17,865	16,356	57,900	28	11
	Branch	1,654	9,604	7,415	27	17,046	10	6
	Unaided	664	...	7,490	27,982	35,472	53	...
Third.	State	1,721	35,459	31,953	645	68,057	40	21
	Aided	4,567	41,802	47,877	24,211	1,13,890	25	9
	Branch	292	1,308	1,676	529	3,513	12	4
	Unaided	1,466	...	7,832	7 566	15,398	11	...
Fourth.	State	1,835	38,804	25,167	3,415	67,386	37	21
	Aided	1,973	17,431	14,089	15,244	46,764	24	9
	Branch	183	1,264	645	...	1,909	10	7
	Unaided	513	...	1,177	4,099	5,276	10	...
Total.	State	8,084	1,72,299	1,15,617	7250	2,95,166	37	21
	Aided	13,707	1,46,880	1,30,114	1,02,889	3,79,883	28	11
	Branch	2,938	15,708	14,077	766	30,551	10	5
	Unaided	3,117	...	18,018	44,393	62,411	20	...
	Total for 1895-96 ...	27,846	3,34,887	2,77,826	1,55.298	7,68,011	28	12
	Total for 1894-95 ...	28,368	3,51,017	2,39,320	1,35,328	7,25,665	26	12

It is unsatisfactory to have to remark that although the total expenditure on these schools has arisen, the number of boys who profit by it has decreased. The cost to Government per scholar remains the same but the total cost per scholar has increased from Rs. 26 to Rs. 28. The percentages of the total cost borne by public funds and by fees are 44 and 36. Thus the State is paying considerably more for the education of the boys attending these schools than they pay themselves; and yet many of them will never learn enough English to be of any practical use, we have an unnecessary number of Anglo-Vernacular schools in these provinces, and undoubtedly one cause of their multiplication has been the order of Government throwing open higher appointments to young men who had passed the English Middle Examination. This order has stimulated every municipal committee to endeavour to open an Anglo-Vernacular School. Thus boys are kept at home and educated for a low fee at the Municipal school instead of being sent to the District school or some good aided school. As a rule the lower classes of Anglo-Vernacular Schools are fairly well filled, but in many cases there is room for more boys in the higher classes as may be seen by a reference to the list of schools that have distinguished themselves or been unsuccessful at the Entrance and Middle Examinations.

49. *Fees in Anglo-Vernacular Schools.* Under instructions received from Government, orders were issued raising the fees in District schools by small annual increments to rates varying from Rs. 3 in the highest class to 8 as. in the three lowest classes, and Aided schools were required to charge not less than three-fourths of these amounts. At the same time the numbers of free scholars was reduced from 15 per cent. to 5, but another 5 per cent. were allowed admission on payment of half the prescribed fees. The order raising the fees provoked much severe criticism in the vernacular press and we are now in a position to judge how far this criticism was justified. Taking District schools first it appears that the roll of these schools in the First Circle has increased by 22 scholars and in the case of two schools which show a falling off this feature is undoubtedly due in one case to the transference of the lowest classes to an Aided school in the town, in the other to the opening of Middle English classes in a Mission school. In the Second Circle there has been a decrease of 35 scholars in the roll of the District schools, but this is almost covered by the departure of 34 scholars from the Bara Banki school which, in the opinion of the Inspector, would not have happened or at any rate would have been much less if the school had been better managed. The Third Circle with its greater number of large towns and consequently increased facilities for acquiring an English education elsewhere than in District schools, presents a striking contrast. The roll of the District schools during the year has fallen from 1,982 to 1,721, a decrease of 13 per cent, the chief losers being Benares Collegiate School 83 scholars, Allahabad 62, Jaunpur 51, and Mirzapur 35. With regard to Benares it is merely noted that the increase in the fee has been accompanied by a considerable falling off in the enrolment. In the case of the other schools the Inspector is of opinion that the decrease at Jaunpur must be attributed wholly to the higher rate of fees charged but that at Allahabad want of proper supervision by the head master has been another effective cause. At Mirzapur the stricter discipline enforced by the new headmaster, Mr. Erskine Smyth, is said to have caused many idle boys to leave. In the Fourth Circle the variations are small with one exception, four of the seven schools just balancing each other in pairs and the fifth being stationary. The exception is the Bareilly school, the roll of which has fallen from 423 to 324. But in this school the ninth and tenth classes were abolished during the year to make room for the special class, and two new high schools were opened in the town which charge much lower fees than the District school. Mr. Housden like Mr. Smyth has gained the warm approbation of every Inspector under whom he has served. The advent of such a head master to a school where discipline has been somewhat lax is invariably followed by an exodus of those boys who hope to pass the Middle Examination but not by industry. But in time the merits of such men are appreciated and eventually a larger number of boys are attracted to the school.

50. Mr. Welby who has had much experience of these schools as head master, does not anticipate that the raising of the fees will lead to any permanent reduction of the roll. He is of opinion that the class who have hitherto used them for the education of their children will continue to do so even if higher fees should be charged. I agree with Mr. Welby on the whole but I do not feel so certain that this will be the case in the larger towns. If unaided private enterprise in Bengal can supply fair collegiate education for a monthly fee of Rs. 3 it will be able to supply secondary education of an equally good kind in these Provinces at a less cost, and if the district schools are to hold their own in large towns they will have to be staffed with the best men available. The managers of private schools have one advantage which perhaps more than compensates them for the absence of State aid, *viz.*, that of being able to get rid of an unsuitable teacher at short notice.

51. In the case of Aided Anglo-Vernacular Schools including Branch schools the marginal table shows that there has been a reduction in the roll in all Circles, and it is impossible to avoid the conclusion that it is due to the raising of the fees and the limitation of the number of free scholars, more specially as the persons who make use of Aided, High, and Middle schools belong to a poorer class of the community and would therefore feel the effect of the new rules more acutely. At the same time it should be noted that the reduction in question has occurred chiefly in the lowest section of these schools. Thus the Dehra Mission school shows a higher roll in the other sections though it has lost 44 scholars, in the aggregate, and in Oudh the Branch schools have lost more heavily than the better attended Aided schools. Many Mission schools have large preparatory sections in which little boys begin the alphabet in the vernacular. Under the new curriculum these sections will probably be converted into lower primary vernacular schools, and a lower rate of fee in accordance with the change in the curriculum has been sanctioned. It should however be mentioned that the decrease in the Fourth Circle is also due to the fact that the four Aided schools under private management are now under municipal management and that the Aided schools in Bareilly have suffered like the District school from the establishment of the new High schools.

Circle.	Roll on March 31st.		Decrease.
	1895.	1896.	
First ...	6,258	5,878	380
Second ...	4,058	3,752	306
Third ...	5,085	4,859	226
Fourth ...	2,494	2,156	338
Total ...	17,895	16,645	1,250

On the whole it must, I think, be admitted that the raising of the fees and the further limitation of the number of free scholars have resulted in diminishing the attendance at District and Aided schools and to that extent in giving the machinery employed less work to do. It appears to me to be well established that while the majority of the students at Anglo-Vernacular Secondary schools and Arts Colleges have been able to pay the enhanced fees demanded of them, an appreciable minority have not, and have had in consequence to forego the advantages of an English education. I have deprecated the unnecessary multiplication of Anglo-Vernacular schools, but it is important that in those which are maintained there should be due provision for the education of poor scholars as they sometimes become the most useful members of the community; and in my opinion this might be very easily effected by increasing the proportion of free and half-fee scholars, without making any change in the orders of Government as to the fees to be paid by the remainder.

52. *Anglo-Vernacular Schools for Boys—Public Examinations.*

Circle.	Class of schools.	Entrance.						School Final.						Middle.					
		Number of candidates.	Passed in division—				Percentage of passes.	Number of candidates.	Passed in division—				Percentage of passes.	Number of candidates.	Passed in division—				Percentage of passes.
			I.	II.	III.	Total.			I.	II.	III.	Total.			I.	II.	III.	Total.	
First ...	State	132	8	19	31	58	44	9	3	...	1	4	44	278	12	118	20	150	54
	Aided	273	5	19	52	76	28	59	7	6	8	21	36	399	8	120	35	163	41
	Unaided ...	5	...	...	...	...	...	...	...	...	...	...	...	19	...	6	1	7	37
Second ...	State	103	4	20	28	52	50	18	...	5	8	13	72	268	7	105	15	127	47
	Aided	90	2	26	27	55	61	21	7	4	1	12	57	161	2	70	13	85	53
	Unaided ...	21	...	2	10	12	57	2	...	...	...	...	...	31	2	10	3	15	48
Third ...	State	161	1	17	38	56	35	40	2	7	10	19	47	239	7	64	15	86	36
	Aided	190	5	29	39	73	38	9	1	4	4	9	100	413	8	108	29	145	35
	Unaided ...	31	...	...	7	7	23	21	...	6	2	8	38	105	1	17	16	34	32
Fourth ...	State	140	9	23	36	68	49	21	3	5	5	13	62	231	6	76	9	91	39
	Aided	28	...	...	7	7	25	8	1	1	...	2	25	150	2	51	6	59	39
	Unaided ...	3	...	...	...	...	...	...	...	...	...	...	...	40	...	3	...	3	7
Total ...	State	536	22	79	133	234	44	88	8	17	24	49	56	1,016	32	363	59	454	45
	Aided	581	12	74	125	211	36	97	16	15	13	44	45	1,123	20	349	83	452	40
	Unaided ...	60	...	2	17	19	32	23	...	6	2	8	35	195	3	36	20	59	30
	Total for Schools ...	1,177	34	155	275	464	39	208	24	38	39	101	49	2,334	55	748	162	965	40
	Private candidates ...	680	8	10	52	70	10	...	...	...	...	...	...	587	...	44	19	63	11
	Grand Total ...	1,857	42	165	327	534	29	208	24	38	39	101	49	2,921	55	792	181	1,028	35
	Total for schools, 1894-95.	1,172	45	196	208	449	38	168	20	37	17	74	44	2,361	74	858	213	1,145	48
	Private candidates, 1894-95.	497	3	26	25	54	11	...	...	...	...	...	...	568	...	46	15	61	11
	GRAND TOTAL, 1894-95,	1,669	48	222	233	503	30	168	20	37	17	74	44	2,929	74	904	228	1,206	41

The results of the Public Examinations for Anglo-Vernacular schools are summarized in the preceding statement. The State schools of the Second Circle acquitted themselves well in the Entrance Examination: on the other hand the results for the Aided schools of the First and Fourth Circles are unsatisfactory. Two Aided schools in the Third Circle sent up candidates for the School Final, all of whom passed. The State schools of the Second and Fourth Circles also achieved a very fair degree of success in this examination. In the Middle Examination the schools of the First and Second Circles were more successful than those of the Third and Fourth.

53. The most interesting feature of the Entrance Examination this year is that for the first time since its establishment the list of successful candidates is headed by a young lady, the daughter of the Principal of the Ramsay College, Almora, who has not only beaten all her competitors but has beaten them by a considerable number of marks. There has again been a slight fall in the total percentage of successful candidates, the number of failures among the private candidates being unusually large. It is impossible to feel any sympathy for many of these individuals. Their answer papers are often characterized by such marvellous ignorance of the subjects of examination that it is difficult to avoid the conclusion that they pay the admission fee in much the same way as a person takes a ticket in a lottery and with as much reasonable expectation of getting anything in return for their money. Some of them have been recognized as school boys who a year before the examination were reading in the third or fourth class of the school which they attended but left it on its being represented to them by their own class master that they would be certain to pass if they read for a year with him privately.

The results of the examination as regards the schools of these provinces compare on the whole favourably with those of last year. The number of candidates increased by five only but the number of passes was greater by 15. In one respect the examination was more difficult than that of last year, as unseen passages carrying two-fifths of the highest marks given were introduced for the first time into the paper on the English reader. This probably partly accounts for the fall in the number of first division passes from 45 to 34. Of the candidates who thus distinguished themselves the District schools of Bareilly and Farukhabad furnished six each, while four came from the Bengalitola school, Benares.

54. The percentages of passes in the different subjects gained by the different classes of schools compared with those of last year are given below. The examination in second language would seem to have been somewhat more difficult and the Unaided schools have done much better in Mathematics and Geography.

Class of schools.	1896.				1895.			
	English.	Mathematics.	Second language.	History and Geography.	English.	Mathematics.	Second language.	History and Geography.
State	53	69	80	79	53	72	95	78
Aided	46	63	76	79	49	66	87	78
Unaided	47	58	67	75	40	42	82	56

55. The following schools are selected for honourable mention as having passed 60 per cent. or more of their candidates at this examination:—

Schools.	Number of candidates.	Passed in division—			Number of passes.	Percentage of passes.
		I.	II.	III.		
Farukhabad district school	26	6	6	6	18	69
Bánda district school	4	...	2	1	3	75
Bara Banki district school	5	1	2	1	4	80
Bahraich ditto	4	...	2	1	3	75
Rae Bareli ditto	14	...	6	4	10	71
Bareilly ditto	46	6	13	9	28	61
Mussoorie, St. George's	4	1	3	...	4	100
Jhánsi, MacDonnell High School	7	...	...	6	6	86
Orai High School	12	1	4	5	10	83
Allahabad Bengali Preparatory	8	1	3	2	6	75
Benares Bengalitola school	25	4	9	3	16	64
Azamgarh Mission school	8	...	1	4	5	63
Lucknow Anglo-Sanskrit school	24	1	12	7	20	83
Do. Jubilee High school	30	1	3	14	18	60
Do. Woman's College	8	...	4	2	6	75
Balrámpur, Lyall school	6	...	3	1	4	67

This is the third occasion on which the Bengali schools at Allahabad and Benares have appeared in this list. They are in this respect conspicuous examples of successful school management, and in my opinion they render good service to the cause of education by reminding those who would like to see the entrance standard lowered that it is possible every year to pass the majority of the boys of a properly prepared class. The Bánda and Azamgarh schools appeared in this list last year.

56. The schools which did not pass 20 per cent. of their candidates are shown below:—

Schools.	Number of candidates.	Passed in division.			Number of passes.	Percentage of passes.
		I.	II.	III.		
Allahabad district school	42	...	2	4	6	14
Almora district school	15	1	...	1	2	13
Amroha High school	7	...	...	1	1	14
Dehra Dún Training school	5	...	...	...	...	...
Saháranpur Mission school	11	...	...	1	1	9
Aligarh M.A.-O. school	62	...	...	5	5	8
Agra St. John's school	29	...	...	5	5	17
Farukhabad Mission School	23	...	1	2	3	13
Allahabad City High school	15	...	1	1	2	13
Jaunpur Mission school	7	...	...	1	1	14
Gházipur ditto	17	...	1	2	3	18
Do. Victoria school	13	...	...	2	2	15
Basti Mission school	12	...	...	2	2	17
Moradabad Mission school	12	...	...	2	2	17

The number of failures at the Allahabad and Aligarh schools is particularly unfortunate, as these schools have highly paid staffs and are the principal feeders of two of the most important colleges. Mr. Beck cannot account for the wholesale failure of his students, more especially as nine of them had just passed the Entrance examination of the Panjáb University, but is of opinion that it was partly due to the size of the class and partly to the severity of the examination. But there may be a third reason, *viz.*, a rule of the department which allows boys in Collegiate schools to be promoted to the second class without previously passing the English Middle Examination. Thus the Entrance is the first hurdle which these young men have to take in the race for knowledge, and it is not surprising that it should be disastrous at the first attempt to many of them. In ordinary District schools we find the "Middle" a most useful preliminary test for the "Entrance," and in future it is likely to be even more useful in this respect. But whatever the causes of failure may have been at Aligarh, there can be no doubt about their being rectified before next year; while at Allahabad it is my belief that they no longer exist, and that the school is on the point of entering upon a career of not less success than has been achieved at Bareilly under Mr. Housden's headmastership. It is not possible to speak so hopefully about some of the other schools. At such towns as Gházipur, Mirzapur, Saháranpur, Jaunpur and Almora, all the students could apparently have been taught in a single class. The unnecessary establishment of two High schools at these towns, and especially at Almora, has not only caused a waste of funds, but has been injurious to education by weakening the authority of the headmasters. At such places a headmaster hardly dares to enforce the discipline which is so much required in Indian schools, lest the boys should migrate to the rival school. The Gházipur Victoria school has now appeared for the third time in succession in this list and the Syndicate will be asked to consider whether it can any longer be recognized as a High school.

School Final Examination.

57. The number of candidates at this examination increased from 168 to 208, and the number who passed from 74 to 101; the percentage of successful candidates thus rising from 44 to 49. The Aligarh District school, the Mission school, Gházipur, and the Christian Collegiate and Anglo-Sanskrit schools, Lucknow, sent in candidates for the first time. The most successful of the Government schools were those at Fyzabad, Moradabad and Cawnpore, which passed respectively 72, 71 and 66 per cent. of their candidates. The Mission schools at Benares and Gházipur and the Sanskrit school at Lucknow sent in 7, 2 and 3 candidates respectively, and passed

them all. In the following statement the number of failures in each subject are given :—

Class of schools.	Number failed in —								
	English on paper.	Oral test in English.	History and Geography	Mathematics.	Urdu and Hindi.	Drawing.	Elementary Physics.	ing. Book-keeping.	Political economy.
State ...	27	4	12	21	7	...	12	3	...
Aided ...	44	1	15	27	24	2	13	1	1
Unaided ...	12	...	2	10	8	...	5	2	6

The Cawnpore Agricultural school sent up 12 candidates for this examination of whom 9 passed; 11 passed in Agriculture and Surveying and 10 in Elementary Physics.

The English Middle Examination.

58. The number of candidates for this Examination was almost the same as last year, the number of private candidates having increased slightly and the number from schools having fallen off. The percentage of passes for candidates from schools fell from 48 to 40, that for private candidates remained at the remarkably low figure of 11. The Unaided schools of the Fourth Circle managed to pass three candidates out of 40. These schools were recently opened in Bareilly and were much resorted to by boys who considered that the head master of the District school did not appreciate their intellectual attainments. The result may convince them that after all he was right.

59. The percentage of success in the various subjects of the examination is exhibited in the following statement. As usual the examination in the vernacular and in the classical languages was found less difficult than that in the English subjects. The difference is strongly marked in the case of the private candidates :—

Class of school.	1896.							1895.						
	English.	Mathematics.	History, Geography or Science.	Vernacular.	Classical language.	Drawing.	Book-keeping.	English.	Mathematics.	History, Geography, or Science.	Vernacular.	Classical language.	Drawing.	Book-keeping.
State	56	56	64	85	92	97	50	60	83	65	84	82	93	100
Aided	52	55	60	76	85	94	26	54	77	59	77	77	94	57
Unaided	38	42	44	68	81	100	...	46	68	50	75	75	100	...
Private	20	24	26	54	71	50	...	21	47	23	60	59	...	50

60. The schools which passed 70 per cent. and upwards of their candidates are shown in the following list. The Government schools at Muzaffarnagar and Partábgarh and the Mission schools at Muttra and Budaun, the Orman school, Roorkee, and Middle school, Kakori, appeared in this list in the last report :—

No.	Name of school.	Number of candidates.	Passed in division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
	Government.						
1	Muzaffarnagar Government School ...	12	3	8	...	11	92
2	Bánda ditto ...	11	1	8	...	9	82
3	Hamírpur Government Middle School ...	5	1	3	...	4	80
4	Partabgarh Government School ...	14	...	9	2	11	79
5	Sahárampur ditto ...	28	...	21	...	21	75
6	Farukhabad ditto ...	23	2	15	...	17	74
7	Bahraich ditto ...	21	...	13	2	15	71
	Aided.						
8	Roorkee Orman Middle School ...	7	...	7	...	7	100
9	Muttra Mission Middle School ...	6	...	3	2	5	83
10	Mahmudabad Colvin School (Sitapur) ...	5	...	4	...	4	80
11	Meerut A.-V. Cantt. Middle School ...	17	...	10	3	13	76
12	Bahrámpur Lyall Collegiate School (Gonda)	8	...	6	...	6	75
13	Kakori Middle School	7	...	5	...	5	71
14	Sandila A. V. School (Hardoi) ...	7	1	2	2	5	71
15	Budaun Mission School	10	...	7	...	7	70
	Unaided.						
16	Boundi-Estate school (Bahraich)	5	1	3	...	4	80

61. The following schools have not passed more than 20 per cent. of their candidates:—

Serial number.	School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
	Government.						
1	Anglo-Vernacular Municipal Middle School, Firozabad.	20	...	2	2	4	20
2	Municipal Middle School, Sambhal ...	5	...	1	..	1	20
3	Government English Middle School, Bilgram ..	8	...	...	1	1	12
4	Municipal English School, Chandausi ...	9	...	1	...	1	11
5	Municipal Middle School, Kalpi	8	...	...	...	...	...
	Aided.						
6	Deva Nagri Middle School, Meerut	15	...	3	...	3	20
7	Victoria School, Ghâzipur	20	2	2	...	4	20
8	Ramsay Collegiate School, Almora	19	...	1	2	3	16
9	Church Mission School, Azamgarh	21	...	2	1	3	14
10	Muhammadan Anglo-Oriental Collegiate School, Aligarh.	17	...	1	1	2	12
11	Anglo-Vernacular High School, Amroha ...	17	...	2	...	2	12
12	Mission School, Naini Tal	10	...	1	...	1	10
13	German Mission School, Ghâzipur	23	1	1	...	2	9
14	Generalganj Society for the Propogation of the Gospel School, Cawnpore.	13	...	1	...	1	8
15	Chasmai-Rahmat School, Ghâzipur	12	...	1	...	1	8
16	Rafah-i-am School, Kara (Allahabad) ...	8	...	...	...	...	...
	Unaided.						
17	Town Middle School, Ballia	25	...	1	3	4	16
18	Arya Samaj Institute, Bareilly	21	...	2	...	2	10
19	Anglo-Sanskrit Institute, Bareilly	15	...	1	...	1	7
20	Forbes School, Fyzabad	7	...	...	...	...	...
21	Alinagar Branch School, Gorakhpur ...	16	...	...	...	...	...

The Collegiate school, Aligarh, the Alinagar School, Gorakhpur, and the Victoria school, Ghâzipur, appeared in this list last year, and the Chasma-i-Rahmat school, Ghâzipur, the Town school, Ballia, and the Forbes school, Fyzabad, have appeared in it for three years in succession. When the managers of a school are content to acquire year after year this unenviable notoriety, the only inference is that proper supervision is not exercised and that unfit boys are constantly being promoted from one class to the next above it till they try their luck and fail at this examination. Such schools are undeserving of recognition not to speak of aid from Government.

Three boys were detected using unfair means to pass this examination and were at once expelled.

62. The results of the special Vernacular examination held for the first time this year by the University were as follows:—

Name of institution.	Number of candidates.	Number passed.
STATE.		
Fyzabad, Collegiate School	6	6
Gonda, Government High School	2	2
Allahabad, Ditto	2	1
Benares, Queen's College	13	10
Ditto, Collegiate School	7	5
Total	30	24
AIDED.		
Farukhabad, American Presbyterian Mission High School	5	4
Lucknow, Canning College	9	9
Allahabad, American Presbyterian Mission High School	2	2
Benares, Bengalitola School	2	2
Bareilly, Bareilly College	11	9
Moradabad, Mission High School	11	8
Total	40	34
UNAIDED.		
Lucknow, Husainabad High School	4	4
Private candidates	3	3
GRAND TOTAL	77	65

Physical Science.

63. The results of the annual examinations are given below. The District school at Allahabad has not done well and the teacher will be warned to pay more attention to his work.

Name of School.	Class I.			Class II.			Class III.			Class IV.		
	Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.	Number examined.	Number passed.	Percentage.
Jubilee High School, Lucknow	8	7	88	5	5	100	12	7	58	18	13	72
Collegiate School, Fyzabad	17	16	94	3	3	100	2	1	50	9	7	78
District School, Cawnpore	12	8	67	10	9	90	7	3	42	15	8	53
District School, Saháranpur	...	...	...	6	6	100	...	...	...	26	7	27
Collegiate School, Meerut	13	12	92	12	9	75	17	11	65	13	10	77
Collegiate School, Agra	24	8	33	19	19	100	16	6	38	15	15	100
District School, Aligarh	9	7	78	18	12	67	6	2	33	17	10	59
District School, Bareilly	13	12	92	10	10	100	4	3	75	9	7	78
District School, Moradabad	7	7	100	14	13	94	13	7	54	17	12	71
MacDonnell School, Jhánsi	10	9	90	16	16	100	9	5	56	6	6	100
District School, Allahabad	13	8	62	5	2	40	7	2	29	6	...	...
London Mission School, Benares, ...	7	7	100	6	5	83	7	2	29	16	4	25
German Mission School, Gházipur, ...	2	2	100	6	3	50	11	2	18	8	1	13
Bengali Tola School, Benares	...	...	...	...	...	...	...	...	...	29	18	62
Collegiate School, Benares	13	13	100	11	10	91	3	1	33	6	5	83
Kayasth Pathshala, Allahabad	21	8	38	30	17	57	8	2	25	15	1	7
St. John's Collegiate School, Agra ...	11	2	18	8	6	75	...	...	...	...	...	...
Victoria School, Agra	...	...	...	...	...	...	13	3	23	17	10	59
Mufid-am School, Agra	...	...	...	...	...	...	9	2	22	19	7	37
Total ... 1895-96	180	126	70	179	145	81	144	59	41	261	141	54
Total ... 1894-95	153	133	87	178	142	80	99	92	93	208	118	57

64. There are now 19 schools in which Science classes have been opened, the Saháranpur District school and the Bengalitola school at Benares having been added to the list during the year under review. B. Gyanendranath Chakravarti was Inspector throughout the year, but his other duties prevented him from visiting all the schools. In his report he comments on the mechanical character of the teaching given in classes 3 and 4, which of course deprives this branch of education of its chief value. An effort will be made to correct this evil. In schools to which Science masters are attached, object lessons are now given in classes 7-10. The lessons given in the preparatory sections relate to common things, animals, plants and articles of food with which children are most familiar. In classes 7 and 8 the same plan is followed, but the attention of the children is also directed to modes of measuring lengths and weights, and to those substances which they are most likely to meet with in scientific experiments. In classes 5 and 6 the more ordinary phenomena of Physics are exhibited and explained by the teacher, and the boys are taught to take notes of what they see and to write out descriptions at home, which are corrected by the teacher subsequently in class. In classes 3 and 4 very much the same ground is gone over again, but the teaching is in English and the experiments are varied. In place of Huxley's Primer a syllabus of lectures is being drawn up by Professor Murray and gradually introduced. The book had been condemned by the Tex-book Committee, not of course from any dissatisfaction with its contents or with the way in which the subject was treated by its illustrious author, but because it was felt that to launch Indian boys who had never listened to an object lesson on a primer of Science with an examination in the same to follow was to tempt them to forego all the advantages to be derived from the study of the subject. And in point of fact what might have been expectedhas actually happened in many cases.

The text-book has been committed to memory without being understood, and little or no benefit has been gained from the teacher's attempts to explain it by means of experiments. In Vernacular Middle schools Physical Science is still taught from a text-book without any apparatus to illustrate it, but next summer the normal schools should turn out trained students able to teach it practically and also to give object lessons; and it is hoped that District Boards may be able to find the funds for the requisite apparatus.

Drawing.

65. The number of schools under inspection in which this subject is taught is now sixteen, the District schools of Aligarh, Muttra, and Saháranpur having been added to the list during the past year. The Inspector's report is on the whole very favourable and the drawing master of the Bareilly school is specially commended for excellent work. In a few schools, on the other hand, more supervision is needed, and the drawing master of Moradabad was dismissed for carelessness and incompetence. Nearly all the drawing masters have been trained at Bombay or Lahore; but the Lucknow Industrial school is now beginning to supply well qualified men. The following tabular statement gives the result of the annual examination, but the return is not complete as the question papers for the fifth and sixth classes examined at the Lucknow centre never reached their destination. The drawing classes of the Christian College, Lucknow, are not under inspection but are allowed to compete in this examination. The result of the annual examination is given below:—

Schools.	Number of candidates and passes.													
	School final.		Class II.		Class III.		Class IV.		Class V.		Class VI.		Total.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
Jubilee High School, ...	8	7	3	1	8	7	7	4	...	...	...	...	26	19
Fyzabad ditto	1	1	4	2	13	13	5	5	5	4	9	7	37	32
Allahabad ditto	1	1	1	1	7	6	3	3	6	3	11	7	29	21
Bareilly ditto	1	1	3	2	7	7	7	7	4	3	13	11	35	31
Kayasth Pathshala, Allahabad ...	3	2	3	3	7	7	6	3	6	5	5	5	30	25
Meerut Collegiate School ...	...	...	3	1	4	4	5	2	6	1	12	2	30	10
Moradabad High School ...	...	...	...	...	7	7	8	5	3	2	5	4	23	18
Church Mission, Lucknow ...	...	...	....	....	2	2	5	...	...	...	...	...	7	2
McDonnell High School ...	...	...	...	...	3	3	2	2	10	5	6	6	21	16
Cawnpore ditto	...	...	1	...	3	3	11	8	11	7	8	5	34	23
Benares Collegiate School ...	...	...	...	...	...	...	4	2	4	1	4	2	12	5
Sitapur High School	...	...	...	...	...	...	1	1	6	5	7	7	14	13
Etáwah ditto	...	...	...	...	...	...	...	...	22	2	6	4	28	6
Aligarh ditto	...	...	...	...	1	1	8	2	14	...	13	7	36	10
Muttra ditto	...	...	...	...	...	...	...	...	7	3	9	9	16	12
Saháranpur High School ...	...	...	...	...	...	...	...	...	11	4	4	4	15	8
Christian Collegiate School, Lucknow. ...	...	...	...	...	1	1	1	...	...	...	...	...	2	1
1895-96 ...	14	12	18	10	63	61	73	44	115	45	112	80	395	252
1894-95 ...	5	5	12	6	36	36	82	52	93	24	144	70	372	193

66. The results of the head masters examinations of the boys of classes 5 and 7 of District schools are given below and compared as usual with those of last year. In Oudh where Branch schools are numerous few District schools have a seventh class.

Circle.	1896.						1895.					
	Upper Primary examination.			Lower Primary examination.			Upper Primary examination.			Lower Primary examination.		
	Examined.	Passed	Percentage.	Examined.	Passed.	Percentage	Examined.	Passed.	Percentage.	Examined.	Passed.	Percentage.
First ...	273	187	68	249	195	78	259	194	75	243	185	76
Second ...	283	140	49	39	38	97	302	207	69	42	39	93
Third ...	212	126	59	158	131	83	261	179	69	164	141	86
Fourth ...	177	137	77	178	141	79	195	120	62	195	131	67
Total ...	945	590	62	624	505	81	1,017	700	69	644	496	77

67. The chief defects in the education given in Anglo-Vernacular Schools are thus summarized, in my opinion correctly, by Mr. Welby.

"History is generally badly taught, perhaps because the pupils have not sufficient knowledge of our language to do more than memorize a few leading events in each chapter; the tuition in Geography is defective, because very little time is devoted to the map; the English Readers are not mastered, because the teachers hurry the pupils through them without examination on the subject matter, and the boys are backward in colloquial English because headmasters allow their assistants to put all their questions in vernacular instead of in English."

Mr. Crosse remarks that few headmasters seem to understand that good handwriting may be desirable elsewhere than in copy-books, and that efforts are seldom made to restrain boys from spoiling their handwriting by scribbling. He also notices a preference for long methods of working out the answers to questions in Arithmetic, and has sometimes found much difficulty in discovering the answer to a question amid a most unnecessary mass of figures. Mr. Budden has found the schools of the Third Circle, as a whole, weak in dictation and far too mechanical in their translation and explanation of the English Readers. The teaching of Geography and History is said to be often unintelligent in the Upper Primary and Middle sections. This fault is no doubt due, as Mr. Welby points out, to English being prematurely used as the means of conveying instruction in these subjects, and it will be remedied by the new curriculum. The other defects to which the Inspectors have called attention will, I fear, not be wholly cured until trained teachers are employed in the schools.

We shall, however, be able to employ a few Normal school students at once in place of the untrained matriculants and Middle pass-men to whom the teaching of the lower classes has hitherto been entrusted. The unfitness of these men for the posts which they fill has often been remarked on by the Inspectors. They have joined the educational department and become teachers at a period of life when their own education was incomplete, either because they were too poor to continue their studies or knew that it would be useless to do so, and we have been obliged to accept their services because the salaries offered were too small to attract better qualified men. Many of them, however, are very industrious and painstaking, and a few have actually mastered the art of imparting instruction in English fairly well, but as a rule their teaching is ineffective, owing to their ignorance of the language and their want of training. In the former respect they fall short even of the college students whose deficiencies were noticed in the last Annual Report. Thus it need cause no surprise, though undoubtedly it is a great evil, that boys as a rule learn so little during their attendance at Anglo-Vernacular Schools. Under the new curriculum this evil will be to some extent remedied, as they will be well-grounded in Arithmetic, Geography and Physical Science by qualified teachers, who will instruct them in their own language; and in typical High Schools only seven English teachers will be required instead of ten, as formerly.

68. Special classes for the benefit of boys who had passed the Middle Vernacular Examination and wished to learn English were opened in July of last year at the

District Schools of Aligarh, Etáwah, Fyzabad, Sitapur, Fatehpur and Bareilly, and at the aided German Mission School, Gházipur.

In these classes boys are instructed for three hours in the day in English until they have worked up to the Upper Primary standard, they are then promoted to the fourth class and continue their studies with the other boys of that class. As a rule, they are clever and industrious boys and many of them hold scholarships, the scholarships awarded on the results of the Middle Vernacular Examination being now only tenable at schools which have special classes. But though it might have been expected that such boys under such a system of instruction would quickly pick up English, I was quite surprised at the progress made by some of those whose work I saw at Bareilly, and the testimony of the other Inspectors is emphatic to the same effect. The success of this experiment augurs well for the change made in the curriculum of Anglo-Vernacular Schools by which the standard of vernacular education is to be raised before English is begun. Unfortunately the attendance at these classes is much lower than might have been expected, the best attended being that at Bareilly, in which there are 23 boys, and during the present session the attendance will probably be even less, as it has been found necessary to cancel the rule which excluded boys who had passed the Middle Vernacular Examination from other District schools. But there can, I think, be no doubt that it will eventually rise as boys begin to realize the great advantage to be gained from attending these classes.

69. In order to give effect to the views of His Honour the Lieutenant-Gevernor with regard to the exclusion of English from the earliest stage of a native child's education, the curriculum for Government and Municipal Anglo-Vernacular Schools has been remodelled. The standard of admission into what has hitherto been the lowest class in these schools, *viz.*, class 10, is now identical with that of class 7 in District Board's Vernacular schools, and the course of instruction prescribed for classes 9 and 10 is the same as that for classes 5 and 6 of the Boards' schools. Thus the preparatory section of Anglo-Vernacular Schools has been converted into a Lower Primary Vernacular section and should Municipal Committees, as has been suggested, add two preparatory classes for little boys, corresponding to classes 7 and 7-B of Boards' schools, their so called Anglo-Vernacular "Branch" Schools would be at once converted into Lower Primary Vernacular Schools. With regard to the instruction to be given in Vernacular, Arithmetic, Geography and History in classes 7 and 8 of Anglo-Vernacular Schools, the same principle has been followed. The courses of study in these subjects are identical with those prescribed for classes 3 and 4 in Boards' schools. In classes 5 and 6 the work previously done in the vernacular in Arithmetic, History, and Geography will be revised in English. The question of the omission of English from the curriculum for classes 7 and 8 was seriously considered by the Inspectors, but they were unanimous in pronouncing against it for the following reasons. In the first place if English is not begun till a boy is somewhat advanced in years, it is most difficult for him to acquire a correct pronunciation. Then it was considered unlikely that the managers of Aided Anglo-vernacular schools would accept such a radical change, and it was feared that if they stood aloof, there might be an exodus of boys on a large scale from the Government schools. The managers of several Aided schools have given it as their opinion that English may with advantage be excluded from the curriculum for classes 9 and 10, but many are opposed even to this change, and consider that if a boy is to learn English at all, and specially if that language is to be the vehicle for his higher education, the earlier he begins to learn it the better. Another consideration which had some weight with the Inspectors was that with our present staff of untrained teachers it would be very difficult for an average boy to work up to the standard in English of the Middle Anglo-Vernacular Examination in four years, and consequently that any further postponement of the commencement of the study of that language might under present circumstances have the effect of keeping some boys a year longer at school. Moreover there are two subjects in the curriculum for Vernacular Primary schools, *viz.*, Mensuration and Rent and Revenue Law, which are of little value to town-bred boys, and the omission of these subjects from the curriculum would leave room for the introduction of a little elementary English. Thus although it was not thought desirable at present to make the exit from the primary stage of vernacular education the starting point of English, yet no boy who has not reached that stage will in any Government or Municipal school be able to learn anything more than the rudiments of English. Classes 7 and 8 will be in the main an Upper Primary section differing from this section in Boards' Vernacular schools in this respect only, that elementary English is substituted for Mensuration and Rent and Revenue Law. I agree with the Inspectors in thinking that it will be more profitable for town boys to acquire the art of reading, writing and translating into the vernacular simple English sentences and of transliterating from the Roman into the Hindustani character and *vice versâ* than to spend their time on the study of the two omitted subjects.

70. With a view to remedying the defects noticed at page 7 of the Resolution on the last Annual Report, more precise instructions with regard to translation exercises

and the repetition of passages committed to memory have been issued and colloquial manuals have been introduced. With the same object in view the standard in formal English Grammar prescribed for the Middle Anglo-Vernacular Examination has been lowered so as to leave the boys more time for translation and composition. The marks allotted to the translation paper from vernacular to English have been raised, and a minimum which must be obtained in order to pass the examination has been prescribed. The want of proper attention to translation and composition in classes 3-6 is, I am convinced, one main cause of the backwardness in English for which so many college students are unfortunately conspicuous. Up to the present time a boy who had taken pains in getting up the notes on his readers and had mastered the text-book in English Grammar stood a fair chance of passing both the Middle and the Entrance Examinations in English even though he might be very weak in composition. But the knowledge thus acquired, though valuable for examination purposes and imparted with a minimum of trouble to the teacher, was of small use to him when he joined a University class, while at the same time the appalling gaps in his education became more painfully apparent. It is to be hoped that there will be less ground for complaint on this score in future. It does not seem unreasonable to require that a candidate for the Middle Anglo-Vernacular Examination shall write English as correctly as an average fifth form boy in an English public school is expected to write Latin and Greek, and an endeavour will be made to insist on this standard being attained.

71. Statistics with regard to the boarding-houses attached to District schools are given below. It has been usual to incorporate this information in the chapter on Moral training, but my experience of the Anglo-Vernacular Schools of the First and Fourth circles does not go to show that residence in one of these boarding-houses has any effect on the character. For the most part they are used by poor boys from outlying towns and villages who appreciate a quiet and convenient lodging near the school. The Superintendent is a master in the school who is glad to have the opportunity of adding Rs. 10 a month to his salary, in return for which he takes the roll twice a day, helps the boys with their lessons at night, and reports any cases of sickness or breaches of discipline to the headmaster. The boys being poor, as a rule, work hard and give very little trouble. They turn out regularly to play games but do not, as far as I am aware, take more interest in them than other boys.

The number of stipendiaries has fallen off, but the number of self-supporters is the same as last year, and there has also been an increase in the fee-income. During the year a small boarding-house was opened in connection with the Pilibhít school, but the Almora school is still without one.

Circle.	Average monthly number of boarders during 1895-96.				Average monthly number of boarders during 1894-95.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Re.
First	27	316	343	1,760	47	276	323	1,668
Second	18	146	164	862	17	147	164	725
Third	11	186	197	1,140	8	198	206	1,100
Fourth	3	155	158	1,206	2	182	184	1,321
Total ...	59	803	862	4,968	74	803	877	4,814

	District.	Male population.	Number of boys of school-going age.	Number of schools on 31st March 1896.			Number of schools on 31st March 1895.	Scholars on the rolls on 31st March 1896.				Number of scholars on the rolls on 31st March 1895.	Examinations.						Expenditure.				Incidence of expenditure per scholar.
													Middle.		Upper Primary.		Lower Primary.						
				Middle.	Primary.	Total.		Middle section.	Upper Primary section.	Lower Primary section.	Total.		Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Public funds.	Fees.	Other sources.	Total.	
																			Rs.	Rs.	Rs.	Rs.	
MEERUT DIVISION.	Dehra Dún ...	1,00,324	15,048	1	21	22	21	9	58	567	634	617	4	3	11	7	51	31	2,852	132	...	2,984	4·7
	Saháranpur ...	5,40,351	81,053	8	82	90	92	114	655	2,741	3,510	3,883	71	34	239	137	445	347	10,567	2,470	...	13,037	3·7
	Muzaffarnagar ...	4,18,228	62,735	10	87	97	96	183	791	2,564	3,538	3,662	77	30	236	150	514	435	13,304	3,152	...	16,456	4·7
	Meerut ...	7,47,244	1,12,086	7	125	132	131	196	1,129	3,664	4,989	4,946	83	38	301	144	640	534	19,028	4,132	...	23,160	4·6
	Bulandshahr ..	5,01,621	75,243	11	87	98	97	214	1,013	3,338	4,565	4,787	90	38	266	153	642	486	14,524	3,265	144	17,933	3·9
	Aligarh ...	5,58,743	83,811	8	124	132	132	176	1,221	4,429	5,826	5,639	71	45	296	205	793	670	20,099	4,055	...	24,154	4·1
	Total ...	28,66,511	4,29,976	45	526	571	569	892	4,867	17,303	23,062	23,534	396	188	1,349	796	3,085	2,503	80,374	17,206	144	97,724	4·2
AGRA DIVISION.	Muttra ...	3,82,660	57,399	6	87	93	95	99	718	3,438	4,255	4,354	38	27	168	92	560	407	15,608	677	...	16,285	3·8
	Agra ...	5,40,459	81,069	7	120	127	126	146	812	4,168	5,126	5,042	37	33	190	134	626	471	19,400	1,592	...	20,992	4·1
	Farukhabad ...	4,64,340	69,651	7	86	93	91	103	587	2,924	3,614	3,686	48	38	158	117	502	367	14,112	1,299	...	15,411	4·3
	Mainpuri ...	4,16,799	62,520	4	84	88	88	94	506	2,600	3,200	2,876	42	32	86	70	394	296	12,472	799	...	13,271	4·1
	Etáwah ...	3,96,775	59,516	7	76	83	82	165	591	2,725	3,481	3,307	54	45	135	116	448	346	13,841	1 939	...	15,780	4·5
	Etah ...	3,83,203	57,480	4	75	79	79	102	547	2,811	3,460	3,100	39	25	149	60	381	254	13,385	1,391	120	14,896	4·3
	Total ...	25,84,236	3,87,635	35	528	563	561	709	3,761	18,666	23,136	22,365	258	200	886	589	2,911	2,141	88,818	7,697	120	96,635	4·2
BUNDELKHAND DIVISION.	Jhánsi ...	2,14,528	32,179	5	46	51	50	42	306	1,214	1,562	1,671	15	13	55	45	219	181	7,029	701	24	7,754	5·0
	Jalaun ...	2,04,090	30,614	7	62	69	70	81	290	1,792	2,163	2,146	28	24	66	52	209	187	9,242	833	...	10,075	4·7
	Lalitpur ...	1,41,436	21,216	2	36	38	40	18	212	1,005	1,235	1,418	13	11	33	22	167	125	6,152	331	...	6,483	5·2
	Bánda ...	3,56,894	53,533	7	111	118	115	82	542	3,071	3,695	3,658	31	23	100	66	395	302	16,438	405	...	16,843	4·6
	Hamírpur ...	2,60,603	39,090	6	67	73	71	58	481	2,147	2,686	2,549	17	13	94	68	324	265	11,647	178	...	11,825	4·4
	Total ...	11,77,551	1,76,632	27	322	349	346	281	1,831	9,229	11,341	11,442	104	84	348	253	1,314	1,060	50,508	2,448	24	52,980	4·7

Western Oudh.	Kheri	...	4,82,035	72,305	4	50	54	54	95	388	2,031	2,514	2,560	43	19	115	56	182	118	10,069	631	...	10,700	4·3
	Sitapur	...	5,67,182	85,077	5	82	87	87	74	809	2,493	3,376	3,212	32	19	267	146	452	356	15,024	2,942	...	17,966	5·3
	Lucknow	...	4,07,201	61,080	5	48	53	53	50	462	1,978	2,490	2,565	25	16	151	61	285	186	10,617	1,501	...	12,118	4·9
	Hardoi	...	5,96,497	89,475	6	82	88	89	99	872	2,889	3,860	3,932	79	31	241	130	452	308	16,675	1,499	...	18,174	4·7
	Unao	...	4,89,512	73,427	8	73	81	85	110	905	2,889	3,904	4,054	83	44	283	160	512	374	15,546	2,597	...	18,143	4·6
	Bara Banki	...	5,77,115	86,567	7	90	97	96	89	996	3,610	4,695	4,711	29	24	224	108	549	408	18,917	3,480	...	22,397	4·8
	Total	...	31,19,542	4,67,931	35	425	460	464	517	4,432	15,890	20,839	21,034	291	153	1,281	661	2,432	1,750	86,848	12,650	...	99,498	4·8
Eastern Oudh.	Bahraich	...	5,23,567	78,535	2	63	65	67	33	630	2,309	2,972	3 126	12	5	158	83	342	247	10,456	1,437	...	11,893	4·0
	Gonda	...	7,46,403	1,11,960	4	82	86	89	68	794	2,515	3,377	3 607	40	20	246	130	415	298	15,234	712	12	15.958	4·7
	Fyzabad	...	6,12,602	91,890	3	65	68	68	59	915	2,613	3,587	3,737	32	20	257	212	444	410	11,629	605	...	12,244	3·4
	Sultánpur	...	5,30,486	79,574	3	70	73	72	81	811	2,933	3,825	3,854	32	18	237	142	421	361	11,466	1,266	...	12,732	3.3
	Partábgarh	...	4,45,171	66,776	3	61	64	64	59	729	2,605	3,393	3,362	23	11	191	121	426	383	10,607	1,196	...	11,803	3·5
	Rai Bareli	...	5,12,980	76,947	4	86	90	93	67	967	3,395	4,429	4,638	35	29	268	158	494	430	16,703	518	...	17,221	3·9
	Total	...	33,71,209	5,05,682	19	427	446	453	367	4,846	16,370	21,583	22,324	174	103	1,357	846	2,542	2,129	76,105	5,734	12	81,851	3·8
Allahabad Division.	Allahabad	...	7,81,509	1,17,226	8	107	115	114	168	723	3,065	3,956	4,131	112	90	223	136	441	357	17,725	2,107	...	19,832	5·0
	Fatehpur	...	3,59,821	53,973	8	87	95	95	124	557	2,767	3,448	3,496	63	40	142	115	456	334	13,624	1,415	...	15,039	4·4
	Cawnpore	...	6,48,092	97,214	8	118	126	125	153	966	4,891	6,010	5,594	69	50	194	161	607	559	20,055	2,590	...	22,645	3·8
	Jaunpur	...	6,34,950	95,243	6	102	108	106	81	806	3,646	4,533	4,527	51	25	216	152	485	407	16,098	907	...	17,005	3·8
	Mirzapur	...	5,76,341	86,451	6	95	101	102	101	513	3,351	3 965	3,980	39	23	118	97	385	327	12,606	548	1,181	14,335	3·6
	Total	...	30,00,713	4,50,107	36	509	545	542	627	3,565	17,720	21,912	21,728	334	228	893	661	2,374	1,984	80,108	7,567	1,181	88,856	4·1
Benares Division.	Gorakhpur	...	14,97,284	2,24,592	10	134	144	151	221	911	4,688	5,820	6,198	83	53	235	175	615	475	19,124	1,071	200	20,395	3·5
	Basti	...	9,07,337	1,36,101	7	93	100	100	94	442	3,112	3,648	3,679	40	26	136	100	332	244	14,336	1,269	...	15,605	4·3
	Azamgarh	...	8,67,611	1,30,142	11	93	104	107	206	883	3,820	4,909	5,156	87	70	204	148	594	517	18,644	2,298	14	20,956	4·3
	Benares	...	4,67,453	70,118	4	66	70	71	122	624	2,824	3,570	3,427	42	18	117	92	350	310	8,910	131	...	9,041	2·5
	Gházipur	...	5,31,701	79,755	7	75	82	82	152	608	3,215	3,975	3,468	73	37	145	119	353	298	12,015	1,462	36	13,513	3·4
	Ballia	...	4,52,611	67,892	9	70	79	78	168	617	2,840	3,625	3,498	92	45	182	147	387	331	12,002	1,669	36	13,707	3·8
	Total	...	47,23,997	7,08,600	48	531	579	589	963	4,085	20,499	25,547	25,426	417	249	1,019	781	2,631	2,175	85,031	7,900	286	93,217	3·6
Rohilkhand Division.	Bareilly	...	5,55,480	83,322	5	79	84	76	173	710	3,132	4,015	3,766	59	53	215	177	386	341	14,237	2,255	89	16,581	4·1
	Bijnor	...	4,18,212	62,732	8	76	84	83	158	650	2,471	3,279	3,207	60	32	204	151	388	282	12,419	2,310	324	15,053	4·6
	Budaun	...	4,98,134	74,720	10	81	91	91	242	707	2,669	3,618	3,646	68	46	236	191	399	332	16,998	2,005	...	19,003	5·3
	Moradabad	...	6,23,572	93,536	8	88	96	96	191	788	3,356	4,335	4,434	76	53	242	185	392	293	17,378	2,177	...	19,555	4·5
	Sháhjahánpur	...	4,95,306	74,296	6	78	84	78	144	761	3,524	4,429	4,579	60	47	206	149	442	320	13,861	1,737	...	15,598	3·5
	Pilibhít	...	2,58,402	38,760	3	68	71	48	104	440	2,103	2,647	2,401	30	28	109	96	209	162	8,074	1,072	...	9,146	3·5
	Total	...	28,49,106	4,27,366	40	470	510	472	1,012	4,056	17,255	22,323	22,033	353	259	1,212	949	2,216	1,730	82,967	11,556	413	94,936	4 3
Kumaun Division.	Naini Tal	...	1,15,460	17,319	1	39	40	39	21	39	806	866	1,121	9	3	20	10	85	9	1,329	97	3,224	4,650	5·4
	Garhwál	...	2,00,819	30,048	2	43	45	47	20	149	1,502	1,671	1,796	31	13	47	9	193	40	4,672	170	...	4,842	2·9
	Almora	...	2,94,957	44,244	1	77	78	88	24	210	2,369	2,603	3,511	18	11	73	9	255	21	9,086	38	...	9,124	3 5
	Total	...	6,10,736	91,611	4	159	163	174	65	398	4,677	5,140	6,428	58	27	140	28	533	70	15,087	305	3,224	18,616	3·6

In the preceding tabular statement I have endeavoured to give, in statistical form, all the information which I have thought will be required with regard to District Boards' vernacular schools. The old plan of distinguishing the Middle from the Primary schools, and submitting separate statements for each has been abandoned as misleading, inasmuch as a great deal of primary education is given in so-called middle schools. A Middle school differs from a Primary school only in this respect that it prepares and sends up candidates for the Middle Vernacular Examination. This feature is shown, it is believed, with sufficient clearness in the columns which give the results of that examination for the different districts.

73. The largest educational division in point of population is that of Benares, but although it shows more schools and scholars than any other, the excess is not in proportion to the greater number of boys of a school-going age, and in regard to secondary education it falls absolutely behind the much smaller division of Rohilkhand. The expenditure on education from public funds is also less than in the Agra and Western Oudh divisions, but the money spent on education is made to go further than in any other division. The two next divisions in point of population are Eastern and Western Oudh, the former being the more populous of the two. But the supply of schools falls short of that in all the other large divisions, and in the matter of secondary education, Eastern Oudh would seem to be particularly backward, as more than twice as many boys are reading in the Middle standard in the Meerut and Agra divisions and nearly three times as many in Rohilkhand. The expenditure from public funds in Eastern Oudh is also comparatively small, and it should be possible to raise a larger fee income, unless the division is much poorer than other parts of the province. It may, however, be noticed that the education of each child costs one rupee less per annum than in the Western division.

The Allahabad, Meerut, and Rohilkhand divisions differ only slightly as regards population. Meerut has the largest number of schools and scholars and a very much larger fee income than the other two; but Rohilkhand stands first as regards secondary education. The population of the Agra division is less than that of the three divisions just mentioned, but it can boast of a larger number of boys at school, and of a more liberal expenditure of public funds on education. In these four divisions the cost per scholar is almost identical, being slightly over Rs. 4 per annum. The provision for education in the smaller division of Bundelkhand is not illiberal, but secondary education is at a low ebb, and the income raised from fees is small. The Kumaun division can hardly be compared with the others, but one peculiarity is deserving of notice, *viz.*, that although prices are very much higher in Kumaun than in the plains, yet the cost per scholar is lower than in any division of the plains except Benares, and in Garhwál it is as low as Rs. 2-9-0. The economy, however, is more apparent than real. The schoolmasters of Kumaun are, on the whole, men of inferior ability; and the backward state of education in the division, which is shown in a very marked manner in the examination columns, has been the despair of every Assistant Inspector who has had charge of it. The district committees have at length recognised that efforts must be made to obtain a better class of teachers.

74. I add brief summaries of the reports of the Assistant Inspectors in which some of the discrepancies between the figures for this year and last are explained.

Meerut Division.—The number of schools has been increased by two, but there has been a falling off in the school roll in the Saháranpur, Muzaffarnagar and Bulandshahr districts. It is attributed to sickness, and the high price of food in Saháranpur, and small-pox, fever and pneumonia are said to have reduced the attendance in Muzaffarnagar. The opening of an Anglo-Vernacular school at Anúpshahr may, to some extent, account for the decrease in Bulandshahr, but the Deputy Inspector of this district was not popular, and he has since been transferred. There has been some improvement in secondary education, a larger percentage of boys having passed the Middle Examination. But the division still compares unfavourably with others in this respect. The subjects in which there were the largest number of failures were Mathematics, History and Geography. The Assistant Inspector is of opinion that the prevalence of sickness just before the examination interfered with the preparation of the boys, and may have increased the number of failures. He mentions that the teachers of the Meerut and Ghaziabad schools having learnt drawing at the instance of Mr. Wyer, the Chairman, sent up three and four candidates respectively for this examination, all of whom passed.

Agra Division.—The report is generally satisfactory. There has been an increase in the schools, the attendance and the fee-income. The results of the Middle Examination are also very good, as 200 out of the 258 candidates passed. It will be observed that the Agra district, though largest in point of population, sent up the fewest candidates to this examination. This is due to the want of boarding-houses at the principal middle schools. Of the 37 candidates sent up from this district, 33 passed and 13 were placed in the first division. This is an excellent result and most creditable

to the Deputy Inspector and the head masters. The Assistant Inspector is not satisfied with the condition of primary education in the Farukhabad district, and remarks that the local inspecting officers and the schoolmasters are not on good terms. The Muttra schools are said to be improving from the state into which they had fallen under the late Deputy Inspector, and fees are now levied in this district, and in Agra in village schools.

Bundelkhand Division.—The decrease in the number of boys at school is attributed to the famine impending at the time the Assistant Inspector's report was written. Boys are not allowed to remain at school who cannot supply themselves with the books, slates, etc, which they require, and when the first pinch is felt these are sacrificed. It is a pity that District Boards will not undertake the supply of these requisites, charging scholars a small monthly fee, which might be suspended in times of distress, to meet the cost. The results of the Middle Examination are satisfactory, but it will be noticed that the Jhánsi and Hamírpur districts sent up comparatively few candidates. The number of children who have reached the Upper Primary stage of education in Lalitpur is also small.

Western Oudh.—The closing of four schools in Unao owing to reductions in the budget allotment will account for the decrease in the number of boys' schools in this district. The decrease in other districts is not accounted for. The Assistant Inspector is of opinion that the funds at the disposal of the District Boards might have been more economically expended had the Deputy Inspectors given the senior teachers a proper share of work. He has gone very carefully into the circumstances of each school which seemed to him to have an unnecessary staff of teachers, and has shown how substantial economies may be effected in every district. The examination columns show that secondary education is at a low ebb in Western Oudh, but this is partly due to the unsatisfactory condition of some of the Upper Primary schools. The number of candidates sent up for the Middle Examination from Bara Banki, Lucknow and Sitapur was small, and the districts of Hardoi and Unao which sent up a fair number were only moderately successful. The Assistant Inspector complains of the leniency of the Deputies in passing unfit boys at the Primary examinations, and his report generally tends to show that vernacular education in this division is capable of much improvement.

Eastern Oudh.—Retrenchments in the budget allotments have compelled the Boards to close seven schools, and there has been a considerable falling off in the rolls in consequence. Secondary education has made little progress, the worst district in this respect being Bahraich, which sent up only 12 boys for the last Middle Examination and passed 5. The Assistant Inspector reports favourably on the work done in the schools of Sultánpur and Partábgarh, but considers that in Fyzabad, Gonda and Rae Bareli the teaching of Geography and Arithmetic has been defective, and in Bahraich the boys are encouraged to trust too much to their memories. It is mentioned that the District Board of Rae Bareli has resolved to levy fees in primary schools. Many school buildings are said to be in a bad state of repair, but the Boards have not funds to improve them.

Allahabad Division.—The number of schools has increased by three, and the number of scholars by 184, but the increase in the latter has occurred almost entirely in Cawnpore, and all the other districts of the division have retrograded, with the exception of Jaunpur. There are more boys at school in Cawnpore than in any other district although the population is less than that of Allahabad, but comparatively few seem to get beyond the Upper Primary stage. As regards secondary education Allahabad takes a clear lead. The most backward districts in the division are said to be Mirzapur and Jaunpur, but both, especially the former, are said to be improving. The Assistant Inspector remarks that he found many teachers unable to understand their text-books, that very few are able to teach Geography without a book, and that the methods in arithmetic were frequently long and faulty, though the results reached were as a rule correct. He blames the Deputy Inspectors for being too lenient in giving promotions in the Primary classes.

Benares Division.—Sickness and bad harvests have caused fluctuations in the school rolls, and except in the Gházipur district there has been no improvement worth notice. In Gorakhpur seven schools appear to have been closed but the reason is not mentioned. The Assistant Inspector reports improvement in the condition of secondary education, and the Azamgarh district especially has done well in the Middle Examination, sending up 87 candidates and passing 70. The Assistant Inspector applied to all the Boards for a grant of Rs. 250 for scientific apparatus in order to help boys in the Middle section to understand their text-books, but the only Board which acceded to his request was that of Basti. He collected the boys in groups and performed some experiments before them which, he says, had the effect of convincing them that the statements in the text-books were true! A science primer seems to have much the same effect on the mind of a Hindu boy as a collection of fairy tales on

that of an English child. Both deal with the marvellous, and the marvellous is naturally regarded with incredulity. But even the least progressive Boards should now be convinced of the absolute futility of endeavouring to disseminate scientific knowledge in this country by means of text-books only.

Rohilkhand Division.—Just before the close of the financial year 38 new schools were opened in this division, *viz.*, 23 in Pilibhít, 8 in Bareilly, 6 in Sháhjahánpur, and 1 in Bijnor. The increase in the roll was, however, only 290. This comparatively small increase in the number of scholars may be attributed to the epidemics of cholera and fever from which the division suffered at the end of last rains and in the early part of the cold weather. The division was again very successful in the Middle Examination, passing 73 per cent. of the candidates sent up; the districts which specially distinguished themselves being Pilibhít and Bareilly. From the former district, one of the smallest in the province, 16 boys passed in the first division,—one heading the list,—10 in the second, and only 2 in the third. The Bareilly boys were equally well placed. The Assistant Inspector speaks very favourably of the work done by all his Deputies; but notices a slight falling off in the condition of primary education in the Sháhjahánpur district. I regret to have to mention that Pandit Giridhari Lal, to whose exertions the high place taken by the Pilibhít district is largely due, has lately died.

Kumaun Division.—The great decrease in the number of boys at school in this division is more apparent than real. During the year under review the school registers were subjected to a close scrutiny, and the names of many scholars who had ceased to attend school were removed. In Almora, however, the decrease is to some extent due to the closing of 10 schools as well as to the abolition of higher classes in certain schools with only a single teacher. In Garhwál there is said to be a great demand for more schools, the people being lovers of learning, and to meet it, the District Committee has passed the order that no village is to have a school for more than three years. At the end of that time the school moves on to an adjoining village, returning to its original habitat after 12 or 15 years. I should have thought that this arrangement would have been rather distressing to the lovers of learning in Garhwál, as it must necessitate long intermissions of study, and render it impossible for any but middle-aged and elderly gentlemen in the rural parts to pass the Middle Vernacular Examination. It is to be hoped that the additional grant placed at the disposal of the Committee will result in this order being cancelled. The Assistant Inspector writes that the tuitional condition of the schools in this Division is generally most unsatisfactory owing to the incompetence of the teachers, the low salaries given not being sufficient to attract duly qualified men. He examined some of them by the Lower Primary standard, and he describes the result as "shameful." The local committees are said to be unwilling to dismiss some of these men. The travelling allowances of the inspecting officers are said to be insufficient to meet their expenses.

75. A revised code for District Boards' schools has been issued, and a new scheme of lessons will come into force immediately after the next centre examinations when the classes for the school year are formed. This scheme will correct what has long been felt to be a great defect in the instruction given in Primary schools, *viz.*, the attempt to push boys on into such technical subjects as business papers and mensuration before they have been properly grounded in composition and Arithmetic. Under the revised code, school hours have been shortened. In future there will be two sittings in the day, *viz.*, one of three hours in the morning and one of two hours in the afternoon, but District Boards are authorized to suspend the afternoon sitting if they have reason to believe that the boys are likely to make satisfactory progress by attending school in the morning only. The majority of the native inspecting officers are opposed to this change, and are of opinion that unless a village boy is kept at work for seven hours in the day, he is not likely to learn much, and that if he goes to school at all, the more he is made to learn, the better. It would seem that even in the Department we have not yet shaken off the idea that the end of education is to pass examinations.

76. Just before the close of the year under review several District Boards were begining to bestir themselves in the matter of providing additional primary vernacular schools, and it is satisfactory to be able to report that the local zamíndárs were offering to give substantial assistance. Thus in the Bareilly district the Board had opened nine additional schools at a monthly cost to the Board of only Rs. 3 each, the balance being met by subscriptions from the zamíndárs who had also provided the buildings and the necessary furniture. The Etah Board had drawn up a list of villages in which schools were to be opened as soon as funds were available, and assistance had been promised by local landholders towards their maintenance. In Pilibhít the landlords had promised to bear half the cost of the 25 new schools which had been opened. In Etáwah, assistance has been promised in the shape of school houses. Reports to the same effect have been received from other districts.

77. The Vernacular Middle Examination is the recognised test of the quantity and quality of the secondary vernacular education given in these Provinces. In the preceding statement the work done by Boards' schools in each district has been compared, and in the following statement it is shown to what extent this is supplemented by aided and unaided private enterprise.

Class of schools.	1895-96.						1894-95.			Percentage of passes in each subject in 1895-96.			
	Number of candidates.	Passed in division— I.	II.	III.	Total.	Percentage of passes.	Number of candidates.	No. of passes.	Percentage of passes.	Language.	Mathematics.	History and Geography.	Science.
State	2,428	412	859	245	1,507	62	2,545	1,365	54	89	81	79	89
Aided	108	6	25	4	35	32	122	26	21	79	59	53	76
Unaided... ...	1,063	21	95	63	179	17	1,078	200	19	66	39	35	54
Total	3,599	439	979	312	1,721	48	3,745	1,591	42				

The number of candidates sent up for this examination was less from all classes of schools, but a larger percentage from the State and Aided schools were successful, while the percentage in the case of Unaided schools fell from 19 to 17. The improvement in the case of the Aided schools is marked, though the results are still far from satisfactory. The continued ill success of the Unaided schools leaves only one inference possible as to their worth, and it is a misfortune that so large a number of boys who apparently wish to pass this examination, should resort to such institutions. Five candidates were expelled from the examination for attempting to pass by unfair means. The percentage of passes in each subject for the different kinds of schools helps to show where the weakness of the Aided, and still more of the Unaided, schools lies. Boys cannot pass an examination in Mathematics and Geography without some help in the shape of fair teaching. It might have been supposed that the same would be the case with Science. But this subject is still taught from a text-book without experiments, and a good memory is, in consequence, of greater service. The proportion of candidates who took up Hindi was much the same as last year, *viz.*, a little less than one-fourth of the whole, but they were more successful than the Urdu candidates in the ratio of 15 to 11. Thus the less common form of the vernacular continues to be that in which the great majority of the candidates elect to be examined. The reason, of course, is that Urdu is the vernacular language of the law courts and Government offices, and that the examination is chiefly valued as a means of obtainning employment in connection with them.

78. AIDED VERNACULAR SCHOOLS.

Division.	Number of schools.			Number of schools on 31st March 1895.	Number of scholars on rolls on 31st March 1896.				Number of scholars on rolls on 31st March 1895.	Results of examinations.			Expenditure.			
	Middle.	Primary.	Total.		Middle section.	Upper Primary section.	Lower Primary section.	Total.		Passed Middle Standard.	Passed Upper Primary Standard.	Passed Lower Primary Standard.	Public funds.	Fees.	Other sources.	Total.
													Rs.	Rs.	Rs.	Rs.
Meerut ..	2	4	6	5	8	37	302	347	324	2	8	36	1,520	192	3,280	4,992
Agra ...	...	7	7	6	...	39	393	432	410	...	5	57	377	249	1,044	1,670
Bundelkhand ...	1	...	1	1	19	28	60	107	116	4	5	14	300	157	271	728
Western Oudh	...	5	5	..	...	15	192	207	...	...	..	1	115	138	889	1,142
Eastern „ ...	2	10	12	20	15	82	428	525	884	2	12	60	1,215	318	1,590	3,123
Allahabad	...	4	4	4	...	82	261	343	410	...	10	22	457	286	975	1,718
Benares ...	2	7	9	10	45	45	366	456	601	6	12	29	1,216	434	820	2,470
Rohilkhand ...	...	3	3	3	...	23	166	189	188	...	9	19	178	143	316	637
Kumaun ...	...	14	14	14	...	17	526	543	731	...	2	25	1,128	170	1,559	2,857
Total	7	54	61	63	87	368	2,694	3,149	3,664	14	63	263	6,506	2,087	10,744	19,337

The Aided vernacular schools of these Provinces have hitherto borne but a small share of the work of education. It is probable, however, that the preceding tabular statement will assume a very different form in the next report, and that the number of Aided schools in several districts will be nearly as large as that now shown for the whole Province. The relatively large amount shown as expenditure is due to the fact that some of these schools under Missionary management have hostels or orphanages attached to them, and the total expenditure has been shown in their returns instead of that on tuition only. The Assistant Inspector speaks very favourably of the two Middle schools in the Meerut division; one of these is maintained by the American Presbyterian Mission in connection with their orphanage at Saháranpur. The only Primary school with a fair number of pupils in the upper stage is that at Bulandshahr. In Eastern Oudh there is a fair Middle school at Gonda, and a poor one at Bahraich; the Primary schools are said, on the whole, to have deteriorated. In the Mirzapur district there are four large Primary schools under Missionary management which are said to be in a very satisfactory condition. The Middle and Primary schools in Gorakhpur are also said to be doing well, but a less favourable report comes from Azamgarh. The Kumaun schools, all of which with one exception are Mission schools, require, it is said, a more competent staff of teachers. Although five new schools have been opened in Western Oudh, the reduction of schools in the Eastern division has brought down the total number of schools in the Provinces from 63 to 61.

Indigenous Schools.

79. The usual tabular statement regarding these schools is given below. The increase in the Agra division merely indicates that the Deputy Inspectors have been able to obtain information with regard to a larger number of schools than last year.

Division.	Kind of institution.	Number of institutions on 31st March 1896.	Number of scholars on 31st March 1896.				Number of institutions on 31st March 1895.	Number of scholars on 31st March 1895.			
			Hindus.	Muhammadans.	Others.	Total.		Hindus.	Muhammadans.	Others.	Total.
Meerut.	Arabic	130	546	1,402	...	1,948	132	643	1,098	...	1,741
	Sanskrit	29	623	...	...	623	27	367	...	...	367
	Other oriental classics ...	...	...	...	...	...	...	...	...	...	...
	Total ...	159	1,169	1,402	...	2,571	159	1,010	1,098	...	2,108
Agra.	Arabic	307	936	1,298	...	2,234	162	791	1,188	...	1,979
	Sanskrit	54	968	...	...	968	37	638	...	...	638
	Other oriental classics ...	5	595	397	...	992	...	...	...	...	...
	Total ...	366	2,499	1,695	...	4,194	199	1,429	1,188	...	2,617
Bundelkhand.	Arabic	18	77	127	...	204	12	55	44	...	99
	Sanskrit	9	105	...	...	105	3	30	...	...	30
	Other oriental classics ...	....	...	...	...	....	3	59	5	...	64
	Total ...	27	182	127	...	309	18	144	49	...	193
Western Oudh.	Arabic	202	332	921	...	1,253	177	272	789	...	1,061
	Sanskrit	46	459	9	...	468	43	419	...	...	419
	Other oriental classics ...	13	20	...	2	22	14	50	6	3	59
	Total ...	261	811	930	2	1,743	234	741	795	3	1,539

Division.	Kind of institution.	Number of institutions on 31st March 1896.	Number of scholars on 31st March 1896.				Number of institutions on 31st March 1895.	Number of scholars on 31st March 1895.			
			Hindus.	Muhammadans.	Others.	Total.		Hindus.	Muhammadans.	Others.	Total.
Eastern Oudh.	Arabic	82	147	384	...	531	65	166	291	...	457
	Sanskrit	47	686	1	...	687	33	384	...	...	384
	Other oriental classics ...	...	...	...	...	...	...	...	...	...	...
	Total ...	129	833	385	...	1,218	98	550	291	...	841
Allahabad.	Arabic	101	108	794	...	902	105	163	560	...	723
	Sanskrit	24	346	...	...	346	12	129	...	...	129
	Other oriental classics ...	2	8	5	...	13	21	61	4	...	65
	Total ...	127	462	799	...	1,261	138	353	564	...	917
Benares.	Arabic	218	521	1,447	...	1,968	212	752	1,227	...	1,979
	Sanskrit	92	1,080	...	...	1,080	161	1,406	...	...	1,406
	Other oriental classics ...	1	3	2	...	5	3	15	6	...	21
	Total ...	311	1,604	1,449	...	3,053	376	2,173	1,233	...	3,406
Rohilkhand.	Arabic	203	730	2,350	...	3,080	238	805	2,358	...	3,163
	Sanskrit	27	396	...	...	396	28	460	...	...	460
	Other oriental classics ...	3	85	6	...	91	3	75	...	...	75
	Total ...	233	1,211	2,356	...	3,567	269	1,340	2,358	...	3,698
Kumaun.	Arabic	...	...	...	...	...	...	...	...	...	...
	Sanskrit	...	...	...	...	...	1	30	...	...	30
	Other oriental classics ...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	1	30	...	...	30
Total.	Arabic	1,261	3,397	8,723	...	12,120	1,103	3,647	7,555	...	11,202
	Sanskrit	328	4,663	10	...	4,673	345	3,863	...	...	3,863
	Other oriental classics ...	24	711	410	2	1,123	44	260	21	3	284
	Grand Total ...	1,613	8,771	9,143	2	17,916	1,492	7,770	7,576	3	15,349

These schools, as has been before observed, may be divided broadly into two classes, *viz.*, the mahájani school in which the faculties of the youthful bunniah are trained almost entirely by a prolonged course of mental Arithmetic to make him a quick and accurate retail dealer in commodities, and the maktab or patshala frequented by children of the literary classes in which Arithmetic even in its most elementary form is carefully eschewed. Both are instances of the "bread and butter" theory of education carried to its extreme length from the very commencement; the sole object in view being the acquisition of skill in a hereditary profession, and not the gradual and ordered development of the child's faculties so as to enable him the better to perform his duty in all the relations of his subsequent life. It may be long before this false view of education is eradicated from the native mind: it is still held firmly by the British Philistine, but it is to be hoped that it will no longer find the same emphatic expression as formerly in elementary indigenous schools.

The best of these schools will now most probably come under the new grant-in-aid rules for Primary vernacular schools. The rules have been so framed as to enable them to retain their special features, while at the same time provision is made for the removal of defects in the instruction given. The fact that they should

still be found in such large numbers, although for many years the Department has refused to have anything to say to them, affords the strongest proof that, with all their imperfections, they supply a national want, and so far are entitled to the sympathy and support of the Government. It will be the object of the Department to give that assistance in a manner which, it is hoped, will increase their usefulness without diminishing their popularity.

Boarding-Houses.

80. Small boarding-houses are attached to most of the District Boards' secondary schools, and they are a great convenience to boys from village schools who want to pass the Middle Examination. The accommodation provided varies very much in different districts, being plentiful in the Third Circle and considerably less in others. The Assistant Inspector's statement, that more boarding-houses are required in the Agra division, does not seem consistent with the falling off in the roll in that division during the past year. High prices and sickness are probably the reason why half the boys have left the boarding-houses of Bundelkhand. The number of boarders is given in the following table:—

Circle.	Division.	Number of boarders.					
		Receiving stipend.		Self-supporting.		Total.	
		1896.	1895.	1896.	1895.	1896.	1895.
First	Meerut	17	39	183	187	200	226
	Agra	25	39	39	39	64	78
	Bundelkhand	44	39	16	81	60	120
	Total	86	117	238	307	324	424
Second	Western Oudh	26	21	57	65	83	86
	Eastern Oudh	28	31	61	59	89	90
	Total	54	52	118	124	172	176
Third	Allahabad	62	82	191	176	253	258
	Benares	124	131	299	342	423	473
	Total	186	213	490	518	676	731
Fourth	Rohilkhand	75	55	110	141	185	196
	Kumaun	20	21	54	61	74	82
	Total	95	76	164	202	259	278
	Grand Total	421	458	1,010	1,151	1,431	1,609

Chapter VII.—TRAINING SCHOOLS.

81. There has been no change in the number of normal schools which is quite inadequate to the wants of the Province, and the need of additional schools will be more acutely felt now that a greater number of vernacular teachers are required for Anglo-Vernacular schools.

The subjoined table gives the average number of students, the expenditure, and the cost per student at each school:—

Name of school.	Average number of pupil-teachers on the rolls during the year.	Expenditure.				Incidence per pupil-teacher.
		Public funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
Agra	62	11,521	...	24	11,545	186·2
Lucknow	66	12,653	...	...	12,653	191·7
Allahabad	59	10,071	...	93	10,164	172·3
Total	187	34,245	...	117	34,362	183·8

The variations in expenditure are due partly to the progress made in reducing the staff of the schools.

82. A complete reorganisation of these schools was effected in July of last year, and instead of being continuation schools in which a little theoretical instruction was given in the art of teaching, they are now, as their name imports, Normal schools with practising schools attached in which the instruction is altogether subordinated to the object in view, *viz.*, the training of competent teachers for vernacular schools. For this purpose suitable subjects of instruction have been chosen which may be conveniently divided into six groups to each of which an hour daily is given, *viz.* :— (1) Literature, (2) Mathematics, (3) History, Geography and Sanitary Science, (4) Physical Science and Object Lessons, (5) School Management and Practice of Teaching, (6) Drill and Gymnastics. The staff of masters has been considerably reduced, thereby effecting a saving in this branch of the expenditure, and those who were found unable to discharge their new duties satisfactorily are gradually being replaced by competent instructors from the Panjáb. The staff of each school thus reorganised consists of a head master with four assistants, a drawing, and a gymnastic master. Quarterly examinations are held, and full reports on the progress made are submitted to the Inspectors. Mr. Lewis visited the normal school at Lucknow in November and is said to have expressed himself as well satisfied with the work done in carrying out the scheme of instruction and criticism lessons. At the Allahabad school eighty criticism lessons have been given by the pupil-teachers before a class of their fellow students, and their notes on the lessons have been corrected by the head master, who has also entered his own notes on the lessons in a book kept for the purpose; and one hundred and seventy-five lessons have been given in the Model school under the supervision of the head or the second master. At Lucknow an attempt has also been made to give the students a little practical knowledge of Agriculture, and to interest them in the rearing of Eri silk-worms. Not much has been done as regards the former industry, there being in fact by no means sufficient time for it or space in the school compound, while the market value of Eri silk has lately fallen so much that its production can now only be carried on at a loss.

Provision was made for 120 stipends of Rs. 6 at each school, of which only half were allotted last July as the course extends over two years. Ten of the young men to whom stipends were awarded at the Lucknow school did not join the school, and the number of stipends at the Agra school has been reduced to 100 as there is not room for a larger number of boarders. The expenditure per pupil is very high, but will be less next year when second year classes are formed.

83. The results of the annual examinations are given below :—

Name of school.	Examined.	Passed.	Percentage.
Normal School, Agra	60	28	47
Ditto Lucknow	50	48	96
Ditto Allahabad	60	40	67
Total ...	170	116	68

A separate examination was held at each school at the end of the year, and the strictness of this examination at Agra was doubtless the cause of the ill success of the students. A uniform examination will be held for the final certificate next April.

84. It is well known that the Normal schools of these Provinces are regarded for the most part as reformatories not only by the students but also by the inspecting officers who send them there for training. This view of their use may seem strange but is not altogether inexplicable. A young man who has passed the Middle or even the Upper Primary examination may easily earn the reputation of a successful teacher if he attends to his work without any training at a Normal school. Indian children, if they get enough practice, soon learn to apply the rules of Arithmetic although they may not understand their meaning; spelling is acquired by frequent transcription, and the text-books in Geography, Rent and Revenue Law, etc., are learnt by heart. Of course this is not education, but it often passes as such at Centre examinations, the only occasions on which the village schoolmaster's work is tested. And it is also true that he will not come out of the ordeal with credit unless he has taken some trouble in preparing his pupils for it. But there are some schoolmasters who will not take this trouble. They are generally described as "wanting in humility and submissiveness" by which is meant that they are disrespectful, disobedient, careless about their work, and altogether too independent for the Deputy Inspector's liking. He argues that if the discipline of the Normal school will cure these faults it will be for their advantage to

go there; and there is no doubt that the possibility of such a fate does act as a wholesome restraint on the teacher whom I have described. It is not that the rules are unduly strict, but the students must conform to them and must work diligently on pain of being expelled and losing all chance of re-employment. Thus they are obliged to part for a time with that uncontrolled liberty which they have hitherto enjoyed when the Deputy Inspector's eye was off them, and they probably feel somewhat like first-class misdemeanants in Holloway Prison. Such a frame of mind is not favorable for the assimilation of professional knowledge, but it will not be easy to remedy the evil until the false notion that education is synonymous with ability to pass examinations is got rid of. In the meantime it might be desirable to place the deputation of pupil teachers to the Normal schools in the hands of the Assistant Inspectors who have not the same strong motive as Deputy Inspectors for effecting the temporary banishment from their districts of teachers who are not humble and submissive. But far more might be done in the way of creating truer views of the usefulness of Normal schools if District Boards would see that young men who pass out of those institutions with credit were provided with well paid teacherships with as little delay as possible.

CHAPTER VIII.—TECHNICAL EDUCATION.

85. The technical schools of these Provinces consist of law classes attached to eight of the Arts' colleges, the Medical School at Agra, the Engineering College at Roorkee, the Agricultural School at Cawnpore, and certain industrial schools for the education of the children of the poorer classes in which, along with elementary general instruction, they are taught Drawing and the use of tools, and are thus prepared for further training as mechanics at Roorkee or elsewhere. The most important of these schools is the Government Industrial School at Lucknow.

LAW CLASSES.

86. The usual statistics with regard to these classes are given in the following tabular statement:—

Institutions.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.				Expenditure.			
			Bachelor of laws.	High Court Vakil.	Pleadership.	Total.	Public funds.	Fees.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Muir College ...	109	56	8	...	1	9	...	5,100	...	5,100
Canning College ...	167	76	11	...	4	15	2,255	4,813	749	7,817
Queen's College ...	40	20	2	...	...	2	2,600	3,236	...	5,836
Aligarh M. A. O. College.	93	6	3	...	...	3	...	2,390	1,562	3,952
Agra College ...	74	40	15	...	...	15	...	2,400	...	2,400
Bareilly College ...	43	7	3	...	...	3	...	847	...	847
St. John's College ...	49	9	1	...	...	1	...	1,260	...	1,260
Meerut College ...	27	8	2	...	1	3	...	1,275	...	1,275
Total ...	602	222	45	...	6	51	4,855	21,321	2,311	28,487

There has been a great falling off in the enrolment of these classes at the three first mentioned colleges and at Bareilly. This is due partly to fees having been raised and partly to the fact that more students are beginning to realise that they require something more than a certificate of attendance at law lectures to enable them to pass examinations and qualify as pleaders. The results of the examinations are not materially different from those of last year, though the number of passes for the LL.B., degree is somewhat higher. Only 30 per cent. of the candidates examined passed; the Agra College was, on the whole, the most successful.

87. At the annual meeting of the Senate of the University in March a resolution was passed that in 1899, and future years, only graduates in Arts and Science would be allowed to proceed to the degree of LL.B. This resolution brings the practice of the University into line with that of other Indian Universities, and although a smaller number of candidates may go up for the Law examinations, in future the results are certain to be much more satisfactory. The wholesale failures of this and of former years are, however, a salutary reminder that technical instruction will never benefit any one unless the mind has been previously prepared to assimilate it by a suitable course of general education,—a fact which its advocates in this country are somewhat prone to forget.

The High Court, however, appears to be of opinion that the University has not gone far enough in this direction, and shortly after the meeting of the Senate, published a notification in the Gazette that graduates in Law, desirous of being enrolled as vakíls of the court, would be required to produce a certificate from the Registrar of the University to the effect that before passing that examination they had passed an examination for the degree of B.A. of the University of a standard not lower than the standard for such examination in force on the first of January 1896. It has been observed that this order will prejudicially affect candidates for the new B. Sc. degree, as it will compel them to pass the B. A. examination before they can be admitted as vakíls. It is not, however, clear whether the phrase "the standard for such examination in force on January 1st" refers to the examination as a whole or the standard in each subject. If the latter is meant, then every candidate must pass, as at present, in English, in Philosophy or Mathematics, and in one other subject. Hence, should the University, as has been proposed, allow of further specialisation in certain branches of study with a view to encouraging scholarship, and permit candidates for the degree of B.A. to pass in two subjects instead of three as at present, all young men taking advantage of this concession would find themselves, like the B. Sc.'s, excluded from enrolment as vakíls until they passed an examination for their degree similar to that now in force, while men of the same standing who had sought for multifarious knowledge rather than culture would be admitted before them. Hence, the notification in question unless it can be further modified will tend to frustrate the efforts that are being made to promote scholarship not only for its own sake, but also in order to cure that superficiality with regard to knowledge which an examination in several subjects always fosters, and for which Indian students are unhappily so conspicuous. The best students naturally look to the Bar as the profession which affords them opportunities of attaining wealth and eminence, and this notification in its present form will compel them to choose between the alternative of sacrificing a year or two at the outset of their professional career or of foregoing further instruction in some congenial branch of study which for that very reason would be of great service in cultivating their mental powers. It is, however, not unlikely that the question may have to be reconsidered as it may prove impossible for the Registrar to give the certificate required. Not to mention the fact that there is no uniform standard of examination in force for the B. A. degree as is clearly proved by the great fluctuations in the percentage of passes from year to year, it is a most delicate matter to balance one examination consisting of three subjects against another and to pronounce which is the more difficult of the two. In fact no one but an expert in all the subjects, it seems to me, could attempt it.

Medical Education.

88. The Medical school at Agra does not send in any report to this office, but the returns show that 265 students were under instruction at a cost to Government of Rs. 87 per head.

Roorkee Engineering College.

89. The details of the entrance Examinations for students joining on the 1st April 1896, and the present strength of the College, are shown in the following table :—

	Civil.		Military.		Total.	
	English.	Native.	English.	Native.	of each.	In residence.
Engineer Class.						
Second year students	4	9	...	...	13	13
First „ „	9	6	...	...	15	15
Candidates examined for next year	19	21	...	...	40	...
„ passed	16	5	...	...	21	...
„ admitted	13	5	...	...	18	...
Upper Subordinate Class.						
Apprentices on works	4	3	8	...	15	...
Second year students	6	4	10	...	20	20
First year students	7	7	8	...	22	22
Candidates examined for next year	16	91	8	...	115	...
„ passed	11	29	8	...	48	...
„ admitted	7	7	8	...	22	...
Lower Subordinate Class.						
Second year students	...	40	...	...	40	0
First „ „	...	42	...	...	42	2
Candidates examined for next year	...	234	...	...	234	...
„ passed	...	85	...	...	85	...
„ admitted	...	42	...	...	42	...
Military Survey Class.						
Students	...	...	8	10	18	8
Junior Civilian survey class	...	...	...	...	...	...
Total	112	630	58	10	810	170

The competition at the Entrance examinations was very keen as usual; with the exception of the Engineer class, many more candidates passed for each class than could be admitted under the rules.

90. The following extracts are taken from the Principal's report :—

"*British Military Survey Class.*—This class of eight non-commissioned officers joined in September 1895, and their course of instruction has been well carried out by Sergeant Cunningham. The course has been changed slightly from previous years in that a 29-square mile combined hill sketch extending to and embracing the main ridge of the Siwaliks has been added to the usual simple Hill Route Reconnaissances.

Native Military Survey Class.—This class joined in June last year, and completed the course at the end of March this year. The course of instruction consisting, as usual, of preliminary indoor work, followed by practical independent work in the field. The class was in camp for about 12 weeks in the neighbourhood of the Siwaliks, where they undertook several hill road sketches, special attention being paid to contouring.

Photography and Ferrotype.—The second year students of all classes have been trained in Ferrotype and *sixteen* men in Photography, as below :—

Engineer students	6
Upper Subordinates	6
Lower ,, ...	3
Native master	1
	16

This is the first year in which Lower Subordinates have been trained; they have taken well to the work. One man has been sent to the Mombassa-Uganda Railway fully equipped for work.

The accommodation for experimental process and photographic work has been extended which leaves the students more room and frees them from interruptions. A small quantity of photo-lithographic work was carried out for the press; a copper-plate press and a lithographic press have been added to the plant. One of the Surveyors, attached under Colonel Holdich to the Pamir Mission, was trained in the exposure of negatives; the plates he sent down were developed at the College and sent to Calcutta for reproduction. With a little encouragement the College would be able to undertake this class of work.

It is encouraging to note that Mr. Joyce, a student of last year, obtained the silver medal for the best photograph in the Bombay Art Society's Exhibition, with one of the pictures for which he was awarded the prize in the College.

Mr. O'Neill has taken a great interest in this department and made many improvements in procedure during the year. During the year the following work was carried out by the photographic department:—2,014 prints, 82 bromide enlargements, and 29 process work transfers.

Special Survey Class.—At the request of Mr. F. L. O'Callagham, C.S.I., C.I.E., Member of the Board of Direction of the Mombassa-Uganda Railway, and by permission of his His Honor the Lieutenant-Governor, a special class for the instruction of passed Military Surveyors in levelling, &c., has been started with the view of supplying eight men for this railway. The class met on the 1st March and consists of eleven men; the best eight will be sent to Africa when the course is completed.

There is a large increase in the number of appointments found this year for men out of employ, which is satisfactory. Thirteen men have been sent to the Mombassa-Uganda Railway in East Africa.

91. The general conduct of the students is said to have been all that could be desired. This satisfactory condition is, in a great measure, due to the large number of subjects which have to be mastered in a short time, combined with the keen competition for appointments and places.

Agricultural School, Cawnpore.

92. The school is under the control of the Agricultural Department. Under the orders of Government it is annually inspected by this Department. Last year the school was inspected by Mr. Budden, the then Inspector of Schools, III Circle. The following is an extract from the Inspector's report:—

"I was much struck with the very good order in which everything seemed to be; all was done in a quiet methodical way with care and thoroughness. The students answered the questions put to them in Chemistry and Agriculture intelligently, and in much better English than is usual among students who have passed only the Entrance or Middle Examinations. Their collections of botanical specimens, dried and pressed, were very good and interesting. I witnessed a game of football and some

riding, all gone into with a zeal and enthusiasm which they must have caught from their Principal. The boarding-house was clean and comfortable, and adjoining it was their reading room with notices up connected with their library and club. Their gymnasium was as satisfactory as everything else, and the performances of the students in jumping were more creditable."

As already stated in chapter V, twelve candidates appeared in the last School Final examination of whom nine passed ; two failed in Elementary Physics and one failed in Agriculture and Surveying.

Industrial Schools.

93. The Lucknow Industrial School continues to be managed with ability and success by Babu Tara Prasanno Banerji, the head master. The number on the rolls rose during the year from 106 to 160, and the average daily attendance was 109. The total expenditure during the year was Rs. 6,023, of which amount Rs. 352 was recovered in the form of fees, and Rs. 346 by the sale of articles manufactured at the school. The tuitional staff consists of two English and two vernacular teachers, two instructors in drawing, two in carpentry, one in blacksmith's work, and one in glass blowing. The number of boys under instruction in the carpentry, iron working, and glass blowing shops was 116, 44, and 13 respectively. The school appears to be fairly well appreciated by the class for whose benefit it was established. Of the 160 boys on the rolls at the end of the year, 55 were sons of carpenters, 21 of turners, fitters, riveters or engine drivers, and 30 of artisans of other trades. Exactly one half were Muhammadans by religion, 75 were Hindus, and the remainder Christians. Some of the better class of Muhammadans sent their children to the school, but they were averse to manual labour, and only cared to learn drawing. A great drawback to the success of the usefulness of the school, *viz.* the tendency of boys to leave as soon as they knew enough to obtain employment, has been surmounted by the plan of giving small scholarships tenable from year to year. Arrangements are now being made to have glass etching and modelling in clay taught in the school. Both are of considerable educational value as means of imparting true ideas of form, and the former is said to be a fairly lucrative profession in Lucknow.

94. Of 90 boys who were examined at the annual examination, 49 passed in all subjects, the results in blacksmith's work being particularly good. The boys appear to be quite competent to make simple scientific apparatus such as is required for Anglo-Vernacular schools and a set was recently made for the district school at Saháranpur. During the year a metal and screw-cutting lathe was purchased. It is found most useful for the purpose of giving more complete instruction in smith's work, and the head master is of opinion that it will be of great service in the execution of orders. I was sorry to notice in his report that boys are sometimes kept at work out of school hours, so that these orders may be executed with despatch. This is quite inconsistent with the function of the school which is instructive and not mercantile. If work is done out of school hours in execution of urgent orders it is certain that the proper work of the school during those hours will suffer in consequence.

95. The Normal and Industrial school at Sigra, Benares, under the management of the Church Missionary Society has two departments, in the former of which girls are trained as teachers according to the methods now generally adopted in Normal schools. During the year nine girls obtained situations as teachers in girls' schools. Several girls from this school have obtained Dufferin scholarships, and one is now in charge of the female hospital at Gházipur. The needlework of the industrial department is well known in these Provinces, and some specimens gained a diploma at an exhibition held in Glasgow. In addition to needlework, the girls are instructed in household duties of all kinds. There were 80 girls on the rolls of this school at the last inspection and the Inspectress reported most favourably on its condition.

96. Two other industrial schools in the Benares and Gorakhpur divisions are also deserving of mention. In the Industrial Orphanage at Basharatpore 14 boys are taught farming and gardening. At the Gorakhpur Orphanage 11 boys learn different trades, and 68 girls are instructed in household duties and needlework. The blankets manufactured at this institution are much thought of and command a ready sale. At the S. P. G. Orphanage at Cawnpore the boys are taught carpentry and leather work. No report has been received from this orphanage, but I have reason to know that it is in a flourishing condition and that the boys are able to turn out excellent work. At the Lodhipore Orphanage near Sháhjahánpur the boys are taught carpentry, and the manufacture of wire spring mattresses which find a ready sale. At Roorkee and Cawnpore the Missionaries have schools for the benefit of boys who work in the shops or mills, but these are not properly speaking industrial schools, although they are called so, and it is most desirable that industrial departments should be opened in connection with them.

CHAPTER IX.—FEMALE EDUCATION.

Anglo-Vernacular Schools for Girls.

97. There are no State schools of this class for girls in these Provinces. The principal statistics of the Aided schools are given below :—

		Number of schools.	Number of students.			Expenditure.			
			In Secondary stage.	In Primary stage.	Total.	Public funds	Fees.	Other sources	Total.
						Rs.	Rs.	Rs.	Rs.
Secondary ...	1895-96	13	143	1,002	1,145	12.129	2,070	43,299	57,498
	1894-95	14	149	955	1,104	12,596	1,920	36,783	51,299
Primary ...	1895-96	6	...	376	376	2,451	548	11,527	14,526
	1894-95	3	...	186	186	2,520	402	8,816	11,738
Total ...	1895-96	19	143	1,378	1,521	14,580	2,618	54,826	72,024
	1894-95	17	149	1,141	1,290	15,116	2,322	45,599	63,037

There has been a very satisfactory increase in the number of girls attending these schools accompanied by a reduced expenditure from public funds. The increased expenditure from other sources is due to the liberality of Missionary societies by whom these schools are almost without exception maintained. Part of it is indirect expenditure on buildings.

98. In the following statement are shown the results of the English Middle Examination. They must still be considered disappointing, and altogether incommensurate with the labour and expenditure incurred, although the number of candidates has risen from 26 to 37 and the number of passes from 13 to 15. The Fyzabad and Sitapur schools were the most successful.

Name of school.	Number of candidates.	Passed in division.—			Total.
		I.	II.	III.	
Jumna Mission Girls' High School, Allahabad	5	...	...	1	1
A. P. M., Girls' High School, Dehra Dún	3	...	1	1	2
Christian Girls' Boarding School, Moradabad	7	...	...	1	1
A. M. Christian Girls' School, Lálbágh, Lucknow	6	...	1	1	2
M. E. Girls' Boarding School, Sháhjahánpur	1	...	1	...	1
Christian Girls' Boarding School, Sitapur	2	...	1	1	2
M. E., Girls' Orphanage, Bareilly	3	...	...	...	...
Weslyan Mission Girls' School, Fyzabad	4	1	3	...	4
Girls' Boarding School, Paori	2	...	...	...	...
Girls' High School, Almora	4	...	...	2	2
Total	37	1	7	7	15

The report received from the Inspectress shows that a good many girls failed because they just missed the minimum agggregate marks required in English and Urdu, though they passed on the separate papers in these subjects. The girls from the Allahabad and Bareilly schools were singularly unfortunate in Arithmetic.

Middle Vernacular Schools for Girls.

99. As last year only two schools sent up candidates for the Vernacular Middle Examination. The results are given below. The Charkhari school is a Christian school in the Native State of that name.

Name of school.	Number of candidates.	Passed in division—			Total.
		I.	II.	III.	
Gola Girls' School, Gorakhpur	1	...	1	...	1
Girls' School, Charkhari	5	...	1	2	3
Total ...	6	...	2	2	4

Primary Vernacular Schools for Girls.

100. The number of schools and scholars, and the expenditure on all Primary girls' schools maintained from public funds, are shown below :—

Circle.	Division.	Year.	Number of schools.	On rolls on 31st March.			Expenditure.				Incidence per scholar.
				Upper Primary section.	Lower Primary section.	Total.	Public funds.	Fees.	Other sources.	Total.	
							Rs.	Rs.	Rs.	Rs.	
First ...	Meerut ...	1895-96	12	16	262	278	1,334	...	...	1,334	4·8
		1894-95	12	6	275	281	1,307	...	...	1,307	4·6
	Agra ...	1895-96	20	18	393	411	1,949	...	...	1,949	4·7
		1894-95	19	9	397	406	1,925	...	...	1,925	4·8
	Bundelkhand ...	1895-96	2	7	36	43	177	...	...	177	4·1
		1894-95	2	9	36	45	182	...	...	182	4·2
	Total ...	1895-96	34	41	691	732	3,460	...	...	3,460	4·7
		1894-95	33	24	708	732	3,414	...	...	3,414	4·7
Second ...	Western Oudh ...	1895-96	30	88	652	740	5,098	...	...	5,098	6·9
		1894-95	30	79	646	725	5,556	...	...	5,556	7·8
	Eastern Oudh ...	1895-96	8	28	148	176	1,365	...	...	1,365	7·8
		1894-95	9	33	176	209	1,528	...	...	1,528	7·3
	Total ...	1895-96	38	116	800	916	6,463	...	...	6,463	7·1
		1894-95	39	112	822	934	7,084	...	...	7,084	7·7
Third ...	Allahabad ...	1895-96	11	29	181	210	1,149	...	...	1,149	5·5
		1894-95	11	18	199	217	1,156	...	...	1,156	5·4
	Benares ...	1895-96	11	32	219	251	1,292	22	13	1,327	5·3
		1894-95	12	19	220	239	1,453	...	...	1,453	6·5
	Total ...	1895-96	22	61	400	461	2,441	22	13	2,476	5·4
		1894-95	23	37	419	456	2,609	...	...	2,609	6·0
Fourth ...	Rohilkhand ...	1895-96	33	67	821	888	4,245	...	...	4,245	4·8
		1894-95	33	52	816	868	4,155	...	...	4,155	4·9
	Kumaun ...	1895-96	...	...	...	...	...	...	...	...	...
		1894-95	...	...	...	...	...	...	...	...	...
	Total ...	1895-96	33	67	821	888	4,245	...	...	4,245	4·8
		1894-95	33	52	816	868	4,155	...	...	4,155	4·9
	GRAND TOTAL ...	1895-96	127	285	2,712	2,997	16,609	22	13	16,644	5·6
		1894-95	128	225	2,765	2,990	17,262	...	...	17,262	5·9

The variations in the number of schools and of scholars are slight, but there has been a more considerable reduction in the expenditure from provincial funds, thereby diminishing the incidence per scholar. It will be observed that much more appears to be done for female education in proportion to the population in Rohilkhand and Western Oudh than in other parts of the Province; but there is less economy in Oudh than elsewhere. The reports as to the condition of these schools vary considerably. In Etáwah and Etah they are said to be flourishing, and in Mirzapur great progress has been made. In Jaunpur female education is said to be stationary, in Gorakhpur it is said to be in an unsatisfactory condition and to cost more than it is worth. In Bara Banki there is only one girls' school and that is a bad one.

On the whole it must be confessed that during the year no progress has been made by District Boards in the matter of female education. Perhaps the question has scarcely received the attention which it deserves, although its importance is beginning to be more widely recognised. At present the difficulty which effectually blocks the way to progress is the impossibility of obtaining the services of competent and respected teachers. In a village where a teacher with these qualifications can be obtained the girls are by no means unwilling to come to school. There is a school of this kind in an outlying part of the Mainpuri district which has attracted the notice of the Commissioner of Agra. It is not only a very successful school, but the villagers have begun to realise its value, and take a keen interest in its welfare. It has been suggested that arrangements might be made for allowing the wives of Normal school students to accompany them to the station where the Normal school is held, and giving them, when there, a little education, so that they might on their return to their villages be able with some help from their husbands to teach the little girls. But this idea will have to be more fully considered before it can be acted on.

101. In the following table are shown the principal statistics of Aided Primary girls' schools:—

Circle.	Division.	Year.	Number of schools.	Number of scholars.	Expenditure. From public funds.	Fees.	Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.
First	Meerut ...	1895-96	9	357	1,340	...	5,150	6,490
		1894-95	18	537	1,824	15	5,668	7,507
	Agra ...	1895-96	19	597	3,207	246	4,975	8,428
		1894-95	14	423	2,556	...	4,080	6,636
	Bundelkhand ...	1895-96	...	...	...	...	...	...
		1894-95	...	...	...	...	...	...
	Total ...	1895-96	28	954	4,547	246	10,125	14,918
		1894-95	32	960	4,380	15	9,748	14,143
Second	Western Oudh ...	1895-96	15	681	2,868	43	4,255	7,166
		1894-95	16	714	2,892	49	4,456	7,397
	Eastern „ ...	1895-96	2	111	294	...	1,264	1,558
		1894-95	2	70	240	...	1,180	1,420
	Total ...	1895-96	17	792	3,162	43	5,519	8,724
		1894-95	18	784	3,132	49	5,636	8,817
Third	Allahabad ...	1895-96	9	422	3,326	262	8,372	11,960
		1894-95	8	321	3,573	249	5,513	9,335
	Benares ...	1895-96	13	1,206	4,450	26	11,084	15,560
		1894-95	15	978	5,026	70	5,991	11,087
	Total ...	1895-96	22	1,628	7,776	288	19,456	27,520
		1894-95	23	1,299	8,599	319	11,504	20,422
Fourth	Rohilkhand ...	1895-96	40	1,064	2,232	...	4,263	6,495
		1894-95	40	930	2,712	72	6,110	8,894
	Kumaun ...	1895 96	2	97	96	...	609	705
		1894-95	2	110	96	...	599	695
	Total ...	1895-96	42	1,161	2,328	...	4,872	7,200
		1894-95	42	1,040	2,808	72	6,709	9,589
	GRAND TOTAL ...	1895-96	109	4,535	17,813	577	39,972	58,362
		1894-95	115	4,083	18,919	455	33,597	52,971

These schools are all under Missionary management and show a satisfactory increase in the number of their pupils. The increase would, indeed, have been greater if five schools in the Meerut division had sent in their returns before the preceding statement had been compiled. Four schools were closed in this division, but as a set-off five new ones were opened in the Agra division. In the Third Circle although the number of schools is less by one, the enrolment has increased considerably, especially in the Benares division where it now averages more than 90 girls per school. There has been a considerable increase in the contributions of the different Societies, and a small increase in the fee-income. On the other hand the grants from public funds are less by Rs. 1,100.

102. It is of course well known that in addition to teaching girls in schools Missionary Societies carry on a great deal of educational work in zanánas. Thus at Muttra, which is not a large Missionary centre, no less than eight ladies are engaged in this work. It may be concluded that much more is being done in the larger towns. Native gentlemen of the upper and middle classes are glad to avail themselves of this means of procuring education for their daughters, and it is my belief that the number of girls who are thus receiving instruction is increasing every year, although the work thus done is not recorded in our returns. Hence inferences as to the state of female education based on the returns alone will not be found correct. Nor is our information as to the number of schools under private management by any means complete. At Saháranpur I lately visited a large Primary girls' school with over 50 children present which had not sent in returns in April, and probably other schools of the same kind could be discovered. I mention these facts to show that more is being done for the education of girls in these Provinces than is commonly supposed. Many girls of the higher classes are being educated at home, and there are many poor people who will send their little girls to good Primary schools if these are not far from their homes. The chief obstacle to further progress is not the apathy of the people, but the want of money and of qualified teachers and governesses for private families. The

opening of a training class in connection with some well established European girls' school should be a boon to the native community as they will have to depend for many years to come on European and Eurasian ladies for the education of their daughters.

103. The inspection of aided girls' schools has been performed throughout the year with industry and ability by Miss D'Abreu. Arrangements are being made to provide her with a suitable office establishment.

CHAPTER X—EUROPEAN EDUCATION.

104. The information given in this chapter relates only to schools aided under the Code. The Inspector appears to have been again unsuccessful in his efforts to obtain information with regard to other schools for Europeans, though some of them have asked to be regularly inspected. When the new Code comes into force and the Department has been reorganised there will be time for this additional work which, at present, is out of the question, and it will be possible to lay before the Government a more comprehensive review of what is being done in this part of the educational field.

105. The following table gives the number of Aided European Schools in the N.-W. Provinces and Oudh and also the number of scholars in them on 31st March 1895 and on 31st March 1896.

Class of school.	31st March 1895.				31st March 1896.			
	Number of schools.	Number of scholars.			Number of schools.	Number of scholars.		
		Boys.	Girls.	Total.		Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
Secondary Schools ...	26	1,498	1,106	2,604	28	1,549	1,214	2,763
Primary Schools ...	16	317	296	613	15	192	347	539
Total ...	42	1,815	1,402	3,217	43	1,741	1,561	3,302

106. The enrolment in each section for boys and girls is shown in the following abstract:—

	High section.		Middle section.		Primary section.		Infant Department.		Total.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.
Boys ...	150	151	575	529	756	857	260	278	1,741	1,815
Girls ...	112	110	428	415	703	622	318	255	1,561	1,402
Total ...	262	261	1 003	944	1,459	1,479	578	533	3,302	3,217

Two new schools—the Chunar school and the Protestant Christian Training School and Orphanage, Wynberg, Mussoorie—were brought on the grant-in-aid list during the year under review. The Ghaziabad school was temporarily closed during the year.

107. The number of children at school in the hills and in the plains is as follows:—

	Boys.	Girls.
In the hills	908	497
In the plains	833	1,064
Total ...	1,741	1,561

108. The expenditure from Provincial funds on these schools was distributed as follows:—

Class of schools.		Number of schools.	Inspection grants.	Grants under article 27 of the Code (Final Standard Examination) and article 53.	Payments for school fees and boarding charges of indigent children.	Total.
Boys.			Rs.	Rs.	Rs.	Rs.
High ...	1896 ...	12	34,052	4,120	2,970	41,142
	1895 ...	12	35,565	4,120	2,644	42,329
Middle ...	1896 ...	3	6,171	700	2,394	9,265
	1895 ...	2	2,058	...	236	2,294
Primary ...	1896 ...	6	3,688	...	...	3,688
	1895 ...	6	5,408	...	4,090	9,498
Total ...	1896 ...	21	43,911	4,820	5,364	54,095
	1895 ...	20	43,031	4,120	6,970	54,121
Girls.						
High ...	1896 ...	12	35,810	5,530	1 045	42,385
	1895 ...	12	32,933	5,665	2,575	41,173
Middle ...	1896 ...	1	1,200	...	...	1,200
	1895 ...	...	...	...	...	...
Primary ...	1896 ...	9	7,730	...	2,877	10,607
	1895 ...	10	8 236	...	672	8,908
Total ...	1896 ...	22	44,740	5,530	3,922	54,192
	1895 ...	22	41,169	5,665	3,247	50,081
GRAND TOTAL	1896 ...	43	88,651	10,350	9,286	1,08,287
	1895 ...	42	84,200	9,785	10,217	1,04,202

The variations in the classification of the schools are due to the raising of the Colvin Free school from the Primary to the Middle grade to the inclusion of Wynberg school in the list as a Middle girls' school and the Chunar school as a Primary boys' school, and the disappearance of the Ghâziabad Primary girls' school. The Government expenditure on High and Middle schools has increased by about 9 per cent., but the Inspector's report shows that the total expenditure on these schools has increased in even a greater degree, *viz.*, by 13 per cent. The increase in the Government grant is due partly to the increase in the number of the pupils, especially of girls, the latter by means of needlework having earned as a rule higher grants than boys, partly to the improvement in the instruction and partly to grants having been given for the first time for the vernacular in the Primary standards. The increase in the total expenditure is due to services which were formerly rendered voluntarily being now debited to the school accounts and partly to an actual increase of expenditure on tuition. The schools showing the greatest increases are Oak Openings Rs. 20,000, St. George's, Mussoorie, Rs. 17,000, and Philander Smith Rs. 7,000. On the other hand St. Mary's Convent, Naini Tal, shows a decrease of Rs. 10,000. These figures include indirect expenditure and boarding charges. The reduction in the grants to Primary schools is due in great measure to the Colvin school having been transferred to the Middle grade and to these schools having been brought under the operation of Art. 42 of the Code.

109. The next statement gives a classification of schools according to management:—

Controlling agency.	31st March 1895.			31st March 1896.		
	Schools.	Scholars.	Percentage of total number of scholars.	Schools.	Scholars.	Percentage of total number of scholars.
1	2	3	4	5	6	7
Church of England	10	768	23·85	11	718	21·74
Roman Catholic Church	14	1,425	44·30	14	1,487	45·03
American Methodist Mission	4	291	9·05	4	297	8·99
Railway Companies	8	347	10·79	7	329	9·96
American Presbyterian Mission	1	87	2·70	1	69	2·12
Private individuals	1	87	2·70	1	81	2·45
Local Committees	4	212	6·61	5	321	9·71
Total ...	42	3,217	100	43	3,302	100

It will be seen that the Roman Catholic Church undertakes even a larger share than last year of the burden of educating the youth of these Provinces, and it is scarcely necessary to add that the children thus educated belong for the most part to the poorer classes. The share borne directly by other religious denominations has slightly decreased, while on the other hand local committees are shown as doing more than last year. This is due to the inclusion of the Wynberg school in the list for the first time this year. This school is described as 'Christian' and 'Undenominational,' the *differentia* in the management being that points on which various bodies of Christians differ are as far as possible kept in the back ground. The boarders attended the Union Church in Mussoorie and no other. The school receives a considerable amount of local support and undoubtedly meets a great want; it and St. Fidelis' Orphanage being the only schools in the hills open to poor children who cannot get help from other sources towards the payment of their fees; and a large number of applications for admission have to be refused annually. Another school in the hills for the same class of children is, in my opinion, urgently required.

110. The following extracts are taken from the report of the Registrar, European Schools' Examinations, on the examinations of the Primary, Middle, and High standards held in December last year. It was not then obligatory on any school to send up candidates, but under the new Code all the pupils in standards IV and VII have to be presented at this examination in order to obtain promotion.

"*The Primary Standard.*—The number of candidates has increased; the figures for the last three years being 157, 135, and 173, and the corresponding percentages of success 75, 58, and 44 respectively. The examination is being gradually made a little harder, and in 1895 the vernacular was added for the first time to the subjects of examination. This test was, accordingly, made exceedingly elementary, with the result that 145 candidates passed in this subject out of 171 examined. The Girls' High School, Allahabad, was the most successful school, sending in eight candidates and passing them all, with two in the First Division. The next best is La Martinière Girls' School, Lucknow, sending in seven and passing six, one of their girls heading the list with 222 marks out of a possible 300, and another girl standing fourth on the list. The Girls' Diocesan School, Naini Tal, sent in six and passed five, one of their candidates being absent. Nine candidates only passed in class I as against 34 in December, 1894. The English Grammar paper seems to have been the cause of most of the disasters, less than 50 per cent. of the candidates passing in this subject. The girls, however, were much more successful than the boys; 43 passing out of 66, or nearly 67 per cent., showing that the question paper was not too difficult for well-prepared pupils.

The Middle Standard.—The numbers of candidates for the last three years have been fairly steady, *viz.*, 100, 85, and 90, and the percentages of success 44, 32, and 41 respectively. The girls on the whole have done better than the boys, five schools sending up small batches of candidates but passing them all, the Caineville School, Mussoorie, being the best. The year, however, was not a brilliant one, none of the candidates passing in Honours and none in class I. The failures in the four compulsory subjects were fairly distributed, Arithmetic having proved slightly the most difficult, and History and Geography the easiest. In the Optional subjects, Free-hand Drawing and Geometrical Drawing were both a great success, whilst Domestic Economy was for the most part a failure; La Martinière Girls' School, Lucknow, being a most honorable exception. From St. Fidelis' School, Mussoorie, three boys took up Music, but none of them passed.

The Final or High Standard.—The numbers of candidates for the last three years have been 107, 118, and 107, and the percentages of success 30, 34, and 39. Seven schools sent in candidates, which were not on the list in 1894, *viz.*, Boys' High School, Agra; St. Paul's School, Agra; Oak Grove School, Mussoorie; St. Joseph's Seminary, Naini Tal; Woodstock Girls' School, Mussoorie; the College for Girls, Mussoorie, and the Convent School, Naini Tal; whilst on the other hand, five disappear, *viz.*, Fair Oaks School, Mussoorie; St. Fidelis' School, Mussoorie; the Priory School, Naini Tal; the Boys' Diocesan School, Naini Tal; and Loretto Convent, Lucknow. As in December 1894, so this year, the Girls' High School, Allahabad, has done the best, passing six out of seven candidates, one being absent, and the Boys' High School, Allahabad, shows a great improvement, sending up three candidates and passing them all. La Martinière Girls' School, Lucknow, does very well, sending up six and passing five, and Girls' Diocesan School, Naini Tal, sent up five and passed four candidates, one being absent; whilst Wellesley Girls' School, Naini Tal, sent up five pupils and passed four, one of these being at the head of the list and another occupying the 5th place. None of the candidates have obtained Honours. Of the Compulsory subjects, Arithmetic and History proved the easiest, and 2nd Language the most difficult. Of the Optional subjects, Trigonometry, as usual, proved most fatal; only nine candidates passing out of thirty-five. Year after year the same results are found in this subject, and I strongly think that there must be something faulty in the teaching, or so many failures could not thus constantly occur.

The candidates passed a good examination in Science, particularly the girls, whilst 2nd Language as an Optional was even more unsuccessful than as a Compulsory. The universal failure in Model and Perspective Drawing is referred to, but not explained in the Examiner's report."

111. Mr. Wright's summary of the results of this examination and the detailed reports of the Examiners entirely agree with my own experience gained as Inspector of the weak points of the system of education pursued in European schools. Much hard work is done both by teachers and pupils, but being done wholly with a view to success in certain examinations it is not of the best kind, and it seems to me that it must have the effect of making intellectual effort distasteful to the children in after life. The subject which, in my opinion, is taught best is Arithmetic, although in the examinations higher marks are generally gained for History. Owing to the effect of examinations on the finances of the schools and the necessity of passing children in as many subjects as possible in order to earn a good grant, sufficient time is not given to the two subjects which are most valuable as stimulants of mental activity, *viz.*, the Second Language and Mathematics. I have no doubt that this is the reason why there are every year so many failures in Trigonometry. Considering the standard in Mathematics prescribed for the Middle examination this subject should not, in my opinion, find a place in the High School examination. I am sure that in two years time only very clever boys can be worked through the other subjects in Mathematics up to the required standard in this. The Examiner's report states that most of the candidates had not even grasped the idea of a Trigonometrical angle. The subject is, however, required for the Entrance Examination of the Roorkee College and candidates in consequence will take it up. It may be added that the most energetic efforts are being made to teach the children Urdu, but many schools have great difficulty in finding competent instructors. Some of the children who were sent up for the Primary scholarships had not even been taught to write it in the proper character. Science is taught almost entirely from text books.

112. During the next inspecting season these schools will be inspected on an entirely different plan, and instead of examining every scholar in the Middle and Primary sections in every subject in which they have been instructed with a view to determine the grants to be awarded the Inspector will endeavour to ascertain the character of the instruction and the general management of the school with a view to the removal of defects if possible. Grants also will no longer be given mainly on examination results, but will be determined chiefly by the average attendance in the different sections provided the school is efficient. The new system should be a great boon to managers as it will give them much more freedom in the classification and education of their scholars. It will also relieve the Inspector of a mass of onerous work which, at present, for want of time, he is only able to perform in a perfunctory manner.

113. In the course of the year under review it fell to me as Inspector of these schools to enquire whether there was sufficient provision made for the education of the poorest classes, and I found that the managers of all schools intended for these children were obliged to refuse applications for admission owing to want of funds or want of accommodation or both causes. I also met with some very sad cases during my tour of children who were growing up entirely uneducated. These children are chiefly to be found in the large towns of Agra, Allahabad and Lucknow. The Colvin Free school when enlarged will be able to take in a good many more boys, but the outlook for poor girls who cannot obtain some kind of education is, in India, a very gloomy one and their case deserves for several reasons the attention of Government.

CHAPTER XI.—EDUCATION OF MUHAMMADANS.

114. The usual statistics with regard to schools specially intended for the education of Muhammadans are given below. There has been a decrease of one both among the secondary and the primary schools and a corresponding falling off in the rolls of both classes of schools. On the other hand there has been a considerable increase in the number of indigenous schools which have sent in returns and consequently a larger number of children are shown as under instruction. This increase has occurred almost entirely in Rohilkhand. I have not heard of any special efforts made during the past year by Muhammadans for the education of their co-religionists, although it is a well known fact that several Muhammadan gentlemen are earnestly endeavouring to make the particular schools in which they are interested more efficient.

Class of institution	Division.	Name of institution.	Number of institutions.	Number of scholars on the rolls on 31st March 1896.	
				Total.	Muhammadans.
COLLEGE ...	Meerut ...	Muhammadan Anglo-Oriental College, Aligarh.	1	198	168
SECONDARY	Meerut ...	Muhammadan Anglo-Oriental Collegiate school, Aligarh.	1	304	248
	Oudh ...	Husainabad High school, Lucknow,	1	253	96
	Do. ...	Ferrar Kaisari Anglo-Vernacular school, Nánpára, Bahraich,	1	100	68
	Do. ...	Kakori Anglo-Vernacular school, Lucknow.	1	69	50
	Do. ...	Middle class school for girls, Lucknow.	1	24	24
	Allahabad ...	Madarsai Islamia; Fatehpur ...	1	127	121
	Benares ...	Chasbmai Rahmat school, Gházipur (Oriental Department).	1	180	154
		Total ...	7	1,057	761
PRIMARY ...	Agra ...	Islamia English school, Etáwah ...	1	87	69
	Oudh ...	Zenana Mission Agency, Lucknow...	1	396	237
	Do. ...	American Mission Ragged girls' schools, Lucknow.	8	153	111
	Do. ...	I F. N S. girls' schools, Lucknow,	4	96	96
	Do. ...	Girls' schools, Fyzabad ...	2	111	105
	Do. ...	A. M. girls' school. Bahraich ...	1	19	19
	Do. ...	Primary girls' schools, Lucknow ...	11	312	257
	Do. ...	Ditto Bara Banki	1	21	21
	Do. ...	Ditto Kheri ...	6	129	67
	Do. ...	Ditto Sultánpur ...	4	84	82
	Do. ...	Ditto Partábgarh	1	26	26
	Kumaun ...	Persian school, Almora ...	1	39	34
		Total ...	41	1,473	1,124
INDIGENOUS	Meerut ...	...	634	7,136	6,998
	Agra ...	...	38	687	661
	Bundelkhand ...	...	14	158	151
	Oudh ...	...	720	4,661	4,021
	Allahabad ...	...	113	1,042	1,038
	Benares ...	...	140	1,367	1,367
	Rohilkhand ...	...	586	7,019	6,261
		Total ...	2,245	22,070	20,497
		GRAND TOTAL ...	2,294	24,798	22,550

CHAPTER XII.—EDUCATION OF NATIVE CHIEFS AND NOBLEMEN.

115. *Colvin Taluqdars' School, Lucknow*—There were 30 boys on the roll of this school at the end of last session all of whom, with one exception were boarders, 19 being Hindus and 11 Muhammdans. Seventeen of the boys, *viz.* 11 Hindus and 6 Muhammadans, are wards of Government.

116. The Principal reports that there has been considerable improvement in the tuitional condition of the school, and he attributes it to the fact that he is now in a position to exercise more supervision over and take a larger share in the teaching of the junior classes. One pupil was sent up for the Entrance Examination and he passed well, standing high in the second division. His progress through the school has been rapid and he has read English Literature up to the Intermediate standard. Two of the three boys sent up for the Middle Examination passed, one in the first and one in the second division. The former took up Arabic as his second language and has gained a Government scholarship.

117. The Principal again comments on the disorderly behaviour of the Hindu boys while they are receiving religious instruction. He attributes it to the inability of the pundit to exercise any control over them, and he has requested the British Indian Association to appoint a more competent man in his place as unchecked misbehaviour under such circumstances is not only likely to obliterate all respect for religion but is calculated to weaken the discipline of the school generally. The unpunctuality of some of the boys in returning to school after the vacations is also noticed, and the Principal is of opinion that the Court of Wards' managers might show more activity in correcting this very common fault of Indian school boys.

118. Two additional sets of quarters for boarders were added during the year and the boarding-house accommodation is now said to be complete. A gymnasium and a swimming bath are still required. The Principal would like to see a school boat started on the river, but thinks it advisable to defer this until the boys have learnt to swim. The health of the boys has been on the whole satisfactory. Football, cricket and lawn tennis are regularly played, and hockey has lately been introduced. The riding school has been carried on as usual, but it is said that only sixteen of the boys have ponies.

119. The Principal has been taken to task for teaching the boys to play billiards and whist. In his report he explains that his object in imparting a knowledge of these games to his pupils is to provide them with sensible and harmless amusement which will help to save them from degrading pursuits in after life and may facilitate social intercourse with European gentlemen. It seems to me that all unprejudiced persons will assent to the sound common sense of these remarks and will approve of his action.

CHAPTER XIII.—PHYSICAL AND MORAL EDUCATION.

120. The Inspectors' reports show that physical education is becoming more popular on the whole, though the progress varies in different districts and depends very much on the attitude of the local authorities. The University sports were held in the cold weather, and the Aligarh College, as might have been expected, carried off the lion's share of the prizes. Tournaments were also held in all the circles and generally those boys who took the trouble to train were rewarded with substantial prizes. The sports generally included cricket, football, racing, jumping, gymnastics, and at some places lawn tennis and fencing. I was present during the greater part of the time at the Bareilly tournament, and was rather surprised to see how weak the bowling generally was in the cricket matches. It was most rare to find a bowler who could put down a fair number of good length balls in succession. In football the goal keeping was pretty fair, but the forwards did not seem to understand the art of pushing home an effective attack at a critical moment. In both games there seemed to me to be a want of heart in the players, and I am inclined to think that in the case of most schools such practice as is attempted is carried on in a very desultory fashion. If this is so, the value of these games as means of physical and moral education is very imperfectly realized. Gymnastics are each year more generally practised, but except at schools near cantonments, where the services of properly trained instructors can be obtained, little is done in the way of systematic work. Native gymnastic teachers require constant supervision and head masters who have had no gymnastic training themselves cannot exercise this supervision.

121. The Assistant and Deputy Inspectors have done much useful work in popularising athletic sports and games in village schools. The annual centre examination furnishes a convenient occasion for holding a small meeting, and prizes for running, jumping and wrestling are given to the boys who distinguish themselves. In the Meerut Division large gatherings of school boys assemble for the sports at the annual district fairs. The Secretary of the Bulandshahr Board writes that the number of entries for the different prizes was so large that it was difficult to work off the programme, and that next year more time will have to be given for this purpose. In addition to the sports there was a keen drill competition. In the Sultánpur district the Deputy Inspector occasionally brings parties of school boys to the *sadr* station, and races and games are got up for their benefit. In Meerut promising teachers are sent to headquarters for training in drill and gymnastics by the police instructors. It is said that some of the Deputy Inspectors treat school games as seriously as lessons. But a really good Deputy Inspector takes everything seriously. If the District Board would only provide him with a stop watch he would be delighted to bring out a *nuksha* with "record" performances duly chronicled after the manner of the sporting journalist in England, and he would use his influence with the Board to have the teachers of schools which did not show up well sent for a course of two years' training at the Normal school.

122. Religious instruction continues to be imparted every day in Mission schools, and there has been no doubt a great improvement both in the general tone and in the tuitional condition of these schools of late years. The Christian girls' schools are also being strengthened and are doing most useful though unobtrusive work in giving a sound education to the female members of the native Christian community. But the result of work of this kind, though most real and vitally affecting the welfare of the people, does not admit of treatment in an annual review of education. An experiment in giving religious instruction has during the year been tried at Amroha in the Moradabad district. Muhammadan theology is taught for two half hours in the week during the second language hour to those boys whose parents wish them to receive such teaching. The school authorities are not yet in a position to judge of its effect on the boys' conduct, but it is said to have attracted

some boys to the school who would not otherwise have come and it has not interfered with secular studies.

123. The Chairmen of the District Boards are as a rule satisfied with the way in which the Deputy Inspectors are doing their work, but I fear that some of them are inclined to be harsh and oppressive in their treatment of the village schoolmaster and are thus setting a very bad example to the boys besides retarding the progress of education. The masters of Anglo-Vernacular schools are also as a rule trying to do their duty according to the best of their ability, though I am sorry to have to report that one second master had to be dismissed for abetting the boys in dishonest practices at an examination. At the same time it is to be regretted that we cannot procure a higher type of master for these schools. The salaries offered are so low and the prospects of promotion are so poor that educated young men of the best kind, I mean men of ambition, self-reliance and ability to influence others, prefer to seek employment elsewhere. It is most difficult to find masters who are both able to teach and willing to take part with zest in the school games. With a larger fee-income we may be able to attract the kind of man we require, and it is to be hoped that the training school, in addition to making him a more efficient teacher, will show him how to exert personal influence of a moral kind on his pupils. It is in this respect more than in any other that Anglo-Vernacular schools are so lamentably deficient. In many cases great pains are taken to show good examination results and the men who work well as teachers must be rewarded with promotion. But the most important part of the schoolmaster's duty cannot be figured out in tabular statements and so it is too frequently neglected. It has been proposed to remedy the evil partially by means of moral text-books, but I believe that this palliative is now exploded. The strange thing is that any one who knew anything about school boys could have put much faith in its efficacy. Personal influence, which has always been the main factor in moulding character, is the instrument on which we must rely to effect the regeneration of the Indian school boy.

CHAPTER XIV.—PREPARATION AND DISTRIBUTION OF TEXT BOOKS.

124. The annual meeting of the Text-book Committee was held on November the 7th and was well attended, 24 members being present. The first week in November is probably the best time for holding this meeting as it suits the convenience of those members from the mofussil who come to Allahabad to attend the University meetings which are held at this time. Resolutions were passed unanimously or by large majorities to the effect that a new Urdu reader for the Middle Vernacular examination was required and that Mr. Nesfield's Diglott Grammars should be removed from the list of text-books prescribed for Anglo-Vernacular schools. The Committee were also of opinion that two well-known English scientific primers, *viz.*, Huxley's on Physics and Tanner's on Agriculture, were not suitable for Anglo-Vernacular schools. The teachers of physical science in the schools of these provinces have not had the benefit of a practical training at a Normal school and accordingly require a manual containing full and precise directions as to the manner in which experiments should be performed and the particular points to be impressed on the attention of their pupils, and Mr. Murray of the Muir College is preparing such a manual. The practice of putting a primer into the boys' hands has not answered. The primer is learnt by heart and the experiments intended to illustrate it are barely noticed. With regard to elementary instruction in the principles of agriculture I propose to ask the Committee at their next annual meeting to appoint a small sub-committee to consider what can be done to give greater prominence to this very important subject in village schools. But I am afraid that we shall not be able to report much progress until arrangements can be made for giving object lessons in these schools. Scientific instruction is of no value to children unless they are able to apprehend by means of their senses the meanings of the technical terms used and the qualities and relations of the things for which they stand. This is especially the case with Indian children, to whom the word "knowledge" means ability to reproduce what an author has written, and who accordingly think it a waste of time to try to realise by means of the imagination, where the senses are not available, the ideas which he intended to convey.

125. The most important part of the work of the Text-book Committee is done by the sub-committees who examine and report on the various books submitted to them for opinion. There are five such sub-committees, *viz.*, one for English readers and miscellaneous books in that language, one for mathematical and scientific books, one for histories, geographies and books on sanitation, one for Persian and Urdu books, and one for Sanskrit and Hindi books. The numbers of books examined by them were 67, 57, 54, 62, and 45 respectively. The work of the sub-committees appointed to examine Persian and Urdu books and Sanskrit and Hindi books has been heavy and these sub-committees have met four times in the year. Each of the other three sub-committees has met three times.

W. N. BOUTFLOWER,
Officiating Director of Public Instruction,
North-Western Provinces and Oudh.

ALLAHABAD:
The 22nd September 1896.

GENERAL TABLES Nos. I—VIII.

I.—Abstract of Number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

VIII.—Return Showing the Attendance and Expenditure in Hostels for Males and Females.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1895-96.

(For details see General Table III.)

Area and population.				Public institutions.							Private Institutions.		Grand Total.	Percentage of—	Remark.
				University Education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary. Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1,07,502	Towns ... 484 Villages...1,05,716 Total... 1,06,200	Males ... 2,43,03,601 Females...2,26,01,484 Total 4,69,05,085	Institutions. For males,	19	9	464	4,089	3	50	4,634	1,613	4,722	10,969	Institutions to number of towns and villages. 10·33	
			Institutions. For females	1	...	29	257	1	2	290	2	145	437	Institutions to number of towns and villages. ·41	
			Total ...	20	9	493	4,346	4	52	4,924	1,615	4,867	11,406	10·74	
			Scholars. Males ...	1,927	798	55,221	155,552	170	3,562	217,230	17,850	52,987	288,067	Male scholars to male population of school-going age. 7·90	
			Scholars. Females...	11	...	2,447	8,423	88	144	11,113	138	2,090	13,341	Female scholars to female population of school-going age. ·39	
			Total ...	1,938	798	57,668	163,975	258	3,706	228,343	17,988	55,077	301,408	4·28	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1895-96.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on public instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males ...	3,38,724	1,73,986	12,33,882	6,21,504	34,362	57,207	24,59,665	58,238	46,051	2,51,822	92,259	3,21,008	23,942	1,45,585	9,38,905	38,16,943	
For Females ...	4,965	...	2,98,110	1,11,608	3,210	480	4,18,373										
Total ...	3,43,689	1,73,986	15,31,992	7,33,112	37,572	57,687	28,78,038	58,238	46,051	2,51,822	92,259	3,21,008	23,942	1,45,585	9,38,905	38,16,943	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	24·5	24·4	23 9	2·9	...	4·5	80·2	...	7·7	...	4·9	5·0	·2	2·0	19·8	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·2	...	26·4	39·6	2·6	1 1	69·9	...	..	18·3	1·3	8·7	·4	1·4	30·1	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	5·1	...	57·5	25·3	...	·7	88·6	...	...	...	3·4	5·7	·6	1·7	11·4	100	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	9·0	4·6	40·1	19·2	1·0	1·5	75·4	1·5	1·2	6·6	2·4	8·4	·7	3·8	24·6	100	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1895-96—(concluded).

(For details see General Table IV.)

1	Total Direct Expenditure on Public Instruction.							Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
	2	3	4	5	6	7	8	9
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
3. Average annual cost of educating each pupil in—								
Government institutions. Cost to Provincial Revenues	115 1 4	389 9 11	1 11 1	...	...	11 15 1	20 5 0	
Government institutions. Cost to Local and Municipal Funds	3 5 10	...	20 15 8	5 6 10	183 2 1	4 12 11	15 11 11	
Total cost	152 5 3	422 12 9	39 0 9	10 7 2	183 12 1	20 9 6	49 6 2	
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...	
Local Fund Schools. Cost to Local Funds	...	...	4 14 2	3 8 10	...	...	3 12 5	
Total cost	...	...	6 11 8	3 12 8	...	...	4 4 7	
Municipal Schools. Cost to Provincial Revenues	...	...	0 2 1	...	...	...	0 0 9	
Municipal Schools. Cost to Municipal Funds	...	...	8 2 10	5 11 10	...	...	6 10 10	
Total cost	...	...	16 9 1	6 10 1	...	...	10 7 1	
Aided Institutions. Cost to Provincial Revenues	59 9 10	7 11 2	8 0 5	1 15 0	...	...	7 5 8	
Aided Institutions. Cost to Local and Municipal Funds	6 5 9	...	6 4 0	2 14 5	24 3 3	5 2 8	5 1 11	
Total cost	198 7 3	34 13 11	58 3 7	14 15 1	36 7 8	10 5 4	46 9 6	
Unaided Institutions ... ... Total cost	209 7 3	34 6 11	24 11 0	7 15 9	...	8 0 0	29 9 7	
All Institutions, Cost to Provincial Revenues	77 1 0	167 2 3	2 8 2	0 1 9	...	8 2 7	2 2 8	
All Institutions, Cost to Local and Municipal Fund	4 4 11	...	7 6 1	3 9 4	132 4 4	4 11 0	4 11 8	
Total cost	179 7 7	198 9 10	26 11 7	4 9 10	136 10 0	17 3 10	12 14 10	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1895-96.

Class of institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	3	453	467	404	...	...	...	...
University Education. — Oriental	2	384	374	342	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
University Education. — Law	2	149	174	132	...	...	...	...
University Education. — Engineering	1	196	196	178	...	...	...	...
Total	8	1,182	1,211	1,056	...	...	...	...
Secondary Schools.								
School Education, General. — For boys — High Schools	34	6,452	6,482	5,651	1	119	124	101
School Education, General. — For boys — Middle Schools — English	9	861	878	733	14	1,199	1,209	982
School Education, General. — For boys — Middle Schools — Vernacular	...	...	...	...	292	30,007	29,459	24,047
School Education, General. — For Girls — High Schools	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	2	52	50	40
Total	43	7,313	7,360	6,384	309	31,377	30,842	25,170
Primary Schools.								
School Education, General. — For boys	34	2,788	2,773	2,337	3,958	148,015	143,241	115,023
School Education, General. — For girls	...	...	...	...	127	2,997	2,874	2,230
Total	34	2,788	2,773	2,337	4,085	151,012	146,115	117,253
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters	3	170	187	178	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	2	265	254	245	...	...	...	...
School Education, Special. — Industrial Schools	1	160	135	109	...	...	...	...
School Education, Special. — Other Schools	41	2,206	1,898	1,337	...	...	...	...
Total	47	2,801	2,474	1,869	...	...	...	...
Total of Colleges and Schools of Public Instruction.	132	14,084	13,818	11,646	4,394	182,389	176,957	142,423

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western*

Class of institutions.	Public Institutions—(*concluded*). Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Aided by Government or by Local Fund or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by Local Fund or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by Local Fund or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.
1	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
University Education. — English	6	855	817	664	7	216	222	180	16	1,524
University Education. — Oriental	2	30	35	27	...	...	...	...	4	414
University Education. — *Colleges or Departments of Colleges for Professional Training.*										
University Education. — Law	2	241	293	228	4	212	213	170	8	602
University Education. — Engineering	...	...	...	...	...	...	...	...	1	196
Total ...	10	1,126	1,145	919	11	428	435	350	29	2,736
Secondary Schools.										
School Education, General. — For Boys — High Schools ...	48	9,095	9,262	7,816	7	1,374	1,447	1,065	90	17,040
School Education, General. — For Boys — Middle Schools — English	39	4,216	4,148	3,402	13	1,360	1,308	979	75	7,636
School Education, General. — For Boys — Middle Schools — Vernacular.	7	523	549	429	...	...	...	...	299	30,530
School Education, General. — For Girls — High Schools ...	17	1,604	1,611	1,436	1	36	33	33	18	1,640
School Education, General. — For Girls — Middle Schools — English	9	770	772	672	...	...	...	...	9	770
School Education, General. — For Girls — Middle Schools — Vernacular.	...	...	...	...	...	...	...	...	2	52
Total ...	120	16,208	16,342	13,755	21	2,770	2,788	2,077	493	57,668
Primary Schools.										
School Education, General. — For Boys	76	3,767	3,793	3,033	21	930	920	669	4,089	155,500
School Education, General. — For Girls	124	5,289	5,122	3,959	6	189	191	146	257	8,475
Total ...	200	9,056	8,915	6,992	27	1,119	1,111	815	4,346	163,975
Schools for Special Instruction.										
School Education, Special. — Training Schools for Masters.	...	...	...	...	...	...	...	...	3	170
School Education, Special. — Training Schools for Mistresses.	1	88	88	75	...	...	...	...	1	88
School Education, Special. — Medical Schools ...	...	...	...	...	...	...	...	...	2	265
School Education, Special. — Industrial Schools ...	2	210	199	182	...	...	...	...	3	370
School Education, Special. — Other Schools ...	4	718	709	523	2	147	151	116	47	3,071
Total ...	7	1,016	996	780	2	147	151	116	56	3,964
Total of Colleges and Schools of Public Instruction.	337	27,406	27,398	22,446	61	4,464	4,485	3,308	4,924	228,343
Private Institutions... — I. *Advanced teaching*— (*a*) Arabic or Persian									1,262	12,142
Private Institutions... — I. *Advanced teaching*— (*b*) Sanskrit									329	4,723
Private Institutions... — I. *Advanced teaching*— (*c*) Any other oriental classic									24	1,123
Private Institutions... — 2. Elementary, teaching a vernacular only or mainly — For Boys									3,176	39,071
Private Institutions... — 2. Elementary, teaching a vernacular only or mainly — For Girls									42	638
Private Institutions... — 3. Elementary, teaching the Koran ... — For Boys									1,546	14,742
Private Institutions... — 3. Elementary, teaching the Koran ... — For Girls									102	626
Total									6,482	73,065
Grand Total ...									11,406	301,408

TABLE III.

Provinces and Oudh for the official year 1895-96—(concluded).

Number of scholars on the 31st of March learning.			Classification of scholars on the 31st of March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,470	948	5	34	54	1,128	303	5	...	...	
36	414	...	...	...	388	26	...	...	...	
602	...	...	1	14	440	146	1	...	...	
...	...	...	64	...	106	26	...	...	...	
2,103	**1,362**	**5**	**99**	**68**	**2,062**	**501**	**6**	**...**	**...**	
16,918	9,892	12,652	1,245	575	11,722	3,482	16	74	...	
7,245	2,949	6,516	297	498	5,187	1,641	13	20	...	
...	1	30,555	...	84	22,859	7,586	1	...	...	
1,619	340	1,130	1,159	479	2	...	...	...	77	
418	21	874	100	668	2	...	...	...	32	
...	24	28	...	...	25	27	...	...	...	
26,200	**13,227**	**51,755**	**2,801**	**2,304**	**39,797**	**12,736**	**30**	**94**	**109**	
4,529	398	155,821	162	878	134,052	20,391	17	123	...	
938	194	8,094	370	1,110	4,777	2,212	6	...	175	
5,467	**592**	**163,915**	**532**	**1,988**	**138,829**	**22,603**	**23**	**123**	**175**	
...	...	280	...	...	152	18	...	...	...	
86	...	176	...	86	2	...	...	...	...	
...	...	265	3	52	151	59	...	...	...	
240	...	277	3	212	75	80	...	...	...	
119	410	2,700	...	1	2,589	481	...	...	...	
445	**410**	**3,698**	**6**	**351**	**3,969**	**638**	**...**	**...**	**..**	
34,220	**15,591**	**219,373**	**3,438**	**4,711**	**183,657**	**36,478**	**59**	**217**	**284**	
...	12,142	...	...	...	3,397	8,745	...	138	...	
...	4,723	...	...	...	4,713	10	...			
...	1,123	...	...	...	711	410	2			
2,330	8,483	28,514	...	163	30,416	8,486	6	281	...	
21	20	618	...	51	444	143	...	...	...	
...	14,742	...	...	...	42	14,566	134	559	...	
...	626	...	...	...	8	609	9	...	14	
2,351	**41,859**	**29,132**	**...**	**214**	**39,731**	**32,969**	**151**	**978**	**14**	
36,571	**57,450**	**248,505**	**3,438**	**4,925**	**223,388**	**69,447**	**210**	**1,195**	**298**	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	82,759	2,730	100	26,634	...	1,381	1,13,604
UNIVERSITY EDUCATION. Oriental	14,025	...	...	...	...	480	14,505
UNIVERSITY EDUCATION. *Colleges or Departments of Colleges for Professional Training.*							
UNIVERSITY EDUCATION. Law	2,600	...	...	8,336	...	...	10,936
UNIVERSITY EDUCATION. Engineering	1,41,560	...	...	2,749	...	1,190	1,45,499
Total ...	2,40,944	2,730	100	37,719	...	3,051	2,84,544
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools	12,444	1,23,151	13,457	1,05,356	840	5,553	2,60,801
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Schools English ...	5	14,158	3,642	7,534	669	581	26,589
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Schools Vernacular ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls ... High Schools ...	..	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools English ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools Vernacular ...	...	...	...	...	...	...	...
Total ...	12,449	1,37,309	17,099	1,12,890	1,509	6,134	2,87,390
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	...	9,539	5,516	13,254	110	560	28,979
SCHOOL EDUCATION, GENERAL. For Girls	...	...	...	...	...	...	...
Total ...	...	9,539	5,516	13,254	110	560	28,979
Schools for Special Instruction.							
SCHOOL EDUCATION SPECIAL. Training Schools for Masters ...	...	34,245	...	...	...	117	34,362
SCHOOL EDUCATION SPECIAL. Training Schools for Mistresses ...	...	...	...	...	...	...	...
SCHOOL EDUCATION SPECIAL. Medical Schools	21,984	...	...	...	2,169	...	24,153
SCHOOL EDUCATION SPECIAL. Industrial Schools	5,325	...	...	352	...	346	6,023
SCHOOL EDUCATION SPECIAL. Other Schools	...	10,990	...	5,025	...	906	16,921
Total ...	27,309	45,235	...	5,377	2,169	1,369	81,459
Buildings	26,906	17,967	60	751	...	750	46,434
Furniture and Apparatus (Special grants only)	1,090	243	164	425	...	110	2,032
Total ...	27,996	18,210	224	1,176	...	860	48,466
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction...	3,08,698	2,13,023	22,939	1,70,416	3,788	11,974	7,30,838

TABLE IV.

North-Western Provinces and Oudh for the official year 1895-96.

Institutions.						
Management.						
Managed by Local Fund and Municipal Boards.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,133	816	1,950	...	279	5,178
220	1,905	10,935	8,076	...	17	21,153
...	1,41,829	7,741	46,738	36	350	1,96,694
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	656	528	48	...	27	1,259
220	1,46,523	20,020	56,812	36	673	2,24,284
...	4,96,816	15,280	28,288	1,585	3,447	5,45,416
...	12,760	3,849	22	...	13	16,644
...	5,09,576	19,129	28,310	1,585	3,460	5,62,060
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	95,422	2,075	331	230	576	98,634
...	4,883	279	1,954	...	31	7,147
...	1,00,305	2,354	2,285	230	607	1,05,781
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
220	7,56,404	41,503	87,407	1,851	4,740	8,92,125

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	49,818	...	5,332	35,787	3,753	71,658	1,66,348
University Education. — Oriental	972	60	28	10	23	1,640	2,733
University Education. — *Colleges or Departments of Colleges for Professional Training.*							
University Education. — Law	2,255	...	...	7,213	...	749	10,217
University Education. — Engineering	...	...	...	...	...	...	...
Total	53,045	60	5,360	43,010	3,776	74,047	1,79,298
Secondary Schools.							
School Education, General. — For Boys — High Schools	74,907	47,633	15,725	3,06,592	11,192	1,03,223	5,59,272
School Education, General. — For Boys — Middle Schools. English	9,792	19,773	7,688	30,512	12,963	18,483	99,211
School Education, General. — For Boys — Middle Schools. Vernacular	...	2,084	240	707	...	3,296	6,327
School Education, General. — For Girls — High Schools	45,802	3,210	390	1,21,724	10,649	63,638	2,45,413
School Education, General. — For Girls — Middle Schools. English	700	5,274	145	4,913	12,152	18,077	41,261
School Education, General. — For Girls — Middle Schools. Vernacular	...	...	...	...	...	...	...
Total	1,31,201	77,974	24,188	4,64,448	46,956	2,06,717	9,51,484
Primary Schools.							
School Education, General. — For Boys	3,248	8,773	876	6,200	6,093	16,359	41,549
School Education, General. — For Girls	14,043	14,750	1,468	6,813	20,184	34,396	91,654
Total	17,291	23,523	2,344	13,013	26,277	50,755	1,33,203
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	2,130	...	1,080	...	...	3,210
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	1,080	...	...	...	240	1,320
School Education, Special. — Other Schools	...	2,940	672	1,129	483	2,838	8,062
Total	...	6,150	672	2,209	483	3,078	12,592
Buildings	3,365	5,593	3,939	11,901	35,655	62,189	1,22,642
Furniture and apparatus (special grants only)	14	...	232	5,167	1,956	3,768	11,137
Total	3,379	5,593	4,171	17,068	37,611	65,957	1,33,779
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in. — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in. — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in. — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in. — Primary Schools	...	...	...	...	...	...	...
Scholarships held in. — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction...	2,04,916	1,13,300	36,735	5,39,748	1,15,103	4,00,554	14,10,356

TABLE IV—(*concluded*).

North-Western Provinces and Oudh for the official year 1895-96.

Institutions—(*concluded*).									
Management.				Total Expenditure from—					Grand total.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
9,138	1,177	36,184	46,499	1,32,577	2,730	5,432	71,559	1,14,153	3,26,451
...	...	...	...	14,997	60	28	10	2,143	17,238
5,772	...	1,562	7,334	4,855	...	...	21,321	2,311	28,487
...	...	...	...	1,41,560	...	...	2,749	1,190	1,45,499
14,910	**1,177**	**37,746**	**53,833**	**2,93,989**	**2,790**	**5,460**	**95,639**	**1,19,797**	**5,17,675**
13,586	6,936	23,524	44,046	87,351	1,72,917	29,998	4,27 484	1,51,547	8,69,297
3,706	1,940	8,965	14,611	10,017	35,836	22,265	49,828	43,618	1,61,564
...	...	...	...	...	1,43,913	7,981	47,445	3,682	2,03,021
1,189	285	8,753	10,177	45,802	3,210	390	1,22.913	83,275	2,55,590
...	...	...	...	700	5,274	145	4,913	30,229	41,261
...	...	...	...	...	656	528	48	27	1,259
18,481	**9,111**	**41,242**	**68,834**	**1,43,870**	**3,61,806**	**61,307**	**6,52,631**	**3,12,378**	**15,31,992**
804	3,035	1,721	5,560	3,248	5,15,128	21,672	48,546	32,910	6,21,504
57	290	2,963	3,310	14,043	27,510	5,317	6,892	57,846	1,11,608
861	**3,325**	**4,684**	**8,870**	**17,291**	**5,42,638**	**26,989**	**55,438**	**90,756**	**7,33,112**
...	...	...	...	...	34,245	...	...	117	34,362
...	...	...	...	...	2,130	...	1,080	...	3,210
...	...	...	...	21,984	...	...	...	2,169	24,153
...	...	...	...	5,325	1,080	...	352	586	7,343
40	210	958	1,208	...	13,930	672	6,194	5,395	26,191
40	**210**	**958**	**1,208**	**27,309**	**51,385**	**672**	**7,626**	**8,267**	**95,259**
848	38,500	13,950	53,298	30,271	1,18,982	6,074	13,831	1,51,850	3,21,008
427	702	2,497	3,626	1,104	5,126	675	7,973	9,064	23,942
1,275	**39,202**	**16,447**	**56,924**	**31,375**	**1,24,108**	**6,749**	**21,804**	**1,60,914**	**3,44,950**
...	...	...	...	...	...	...	58,238	...	58,238
...	...	...	...	46,051		...	...	...	46,051
...	...	...	...	...	2,51,822	...	...	...	2,51,822
...	...	...	...	12,073	114	704	...	19,644	32,535
...	...	...	...	...	...	...	...	...	...
...	...	...	...	8,103	17,286	1,947	1,781	12,920	42,037
...	...	...	...	...	148	24	106	3,129	3,407
...	...	...	...	9,142	...	960	...	4,178	14,280
...	...	...	...	12,004	19,103	1,826	68,078	44,574	1,45,585
...	...	...	...	**87,373**	**2,88,473**	**5,461**	**1,28,203**	**84,445**	**5,93,955**
35,567	**53,025**	**1,01,077**	**1,89,669**	**6,01,207**	**13,71,200**	**1,06,638**	**9,61,341**	**7,76,557**	**38,16,943**

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Government	English ...	43	7,313	1,188	...	1,188	2,131	...	2,131
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund	English ...	1	66	...	...	...	16	...	16
		Vernacular ...	289	29,573	...	...	...	5,433	...	5,433
	Municipal	English ...	14	1,252	19	...	19	307	...	307
		Vernacular ...	3	434	...	...	...	37	...	37
	Aided	English ...	87	13,311	1,297	4	1,301	3,026	26	3,052
		Vernacular ...	7	523	...	...	...	87	...	87
	Unaided	English ...	20	2,734	189	...	189	530	...	530
		Vernacular ...	...	...	...	...	...	...	...	...
	Total	...	**464**	**55,206**	**2,693**	**4**	**2,697**	**11,567**	**26**	**11,593**
For Girls ...	Government	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	28	...	...	...	...	6	6
	Municipal	English ...	...	...	...	...	...	..	...	...
		Vernacular ...	1	24	...	...	...	...	24	24
	Aided	English ...	26	2,374	...	138	138	3	515	518
		Vernacular ...	...	...	...	...	...	...	...	...
	Unaided	English ...	1	36	...	9	9	...	12	12
		Vernacular ...	...	...	...	...	...	...	...	...
	Total	...	**29**	**2,462**	...	**147**	**147**	**3**	**557**	**560**
Total, Secondary Schools		...	**493**	**57,668**	**2,693**	**151**	**2,844**	**11,570**	**583**	**12,153**
Primary Schools—										
For Boys ...	Government ...	... ...	34	2,788	...	...	...	...	...	...
	Local Fund ...	... ...	3,903	145,710	...	...	...	...	...	...
	Municipal ...	... ...	55	2,305	...	...	...	...	...	...
	Aided ...	... ...	76	3,767	...	...	...	...	...	...
	Unaided ...	... ...	21	930	...	...	...	...	...	...
	Total	...	**4,089**	**155,500**	...	...	...	...	...	...
For Girls ...	Government ...	... ...	...	...	...	...	...	...	...	...
	Local Fund ...	... ...	109	2,537	...	...	...	...	...	...
	Municipal ...	... ...	18	460	...	...	...	...	...	...
	Aided ...	... ...	124	5,289	...	...	...	...	...	...
	Unaided ...	... ...	6	189	...	...	...	...	...	...
	Total	...	**257**	**8,475**	...	...	...	...	...	...
Total, Primary Schools		...	**4,346**	**163,975**	...	...	...	...	...	...
Grand Total		...	**4,839**	**221,643**	**2,693**	**151**	**2,844**	**11,570**	**583**	**12,153**

TABLE V.

in the North-Western Provinces and Oudh, at the end of the official year 1895-96.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,153	...	2,153	1,841	...	1,841	...	...	...	7,313	...	7,313
...	...	....	...	...	...	...	...	...	...	...	...
18	...	18	27	...	27	5	...	5	66	...	66
6,443	...	6,443	17,325	...	17,325	372	...	372	29 573	...	29,573
332	...	332	594	...	594	...	...	...	1,252	...	1,252
99	...	99	286	...	286	12	...	12	434	...	434
2,922	23	2,945	5,746	25	5,771	226	16	242	13,217	94	13,311
98	...	98	328	...	328	10	...	10	523	...	523
497	...	497	1,473	...	1,473	45	...	45	2,734	...	2,734
...	...	...	...	...	...	...	...	...	...	...	...
12,562	**23**	**12,585**	**27,620**	**25**	**27,645**	**670**	**16**	**686**	**55,112**	**94**	**55,206**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	22	22	...	...	...	...	28	28
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	24	24
19	491	510	35	795	830	52	326	378	109	2,265	2,374
...	...	...	...	...	...	...	...	...	...	...	...
...	10	10	...	5	5	...	...	...	...	36	36
...	...	...	...	...	...	...	..	...	...	...	...
19	**501**	**520**	**35**	**822**	**857**	**52**	**326**	**378**	**109**	**2,353**	**2,462**
12,581	**524**	**13,105**	**27,655**	**847**	**28,502**	**722**	**342**	**1,064**	**55,221**	**2,447**	**57,668**
38	...	38	2,722	...	2,722	28	...	28	2,788	...	2,788
25,413	...	25,413	115,666	....	115,666	4,631	...	4,631	145,710	...	145,710
187	...	187	1,998	...	1,998	120	...	120	2,305	...	2,305
410	24	434	2,913	67	2,980	321	32	353	3,644	123	3,767
69	...	69	822	...	822	39	...	39	930	...	930
26,117	**24**	**26,141**	**124,121**	**67**	**124,188**	**5,139**	**32**	**5,171**	**155,377**	**123**	**155,500**
...	...	...	...	...	...	...	...	...	...	...	...
...	220	220	...	2,203	2,203	...	114	114	...	2,537	2,537
...	65	65	...	383	383	...	12	12	...	460	460
25	490	515	92	3,786	3,878	58	838	896	175	5,114	5,289
...	8	8	...	181	181	...	...	...	...	189	189
25	**783**	**808**	**92**	**6,553**	**6,645**	**58**	**964**	**1,022**	**175**	**8,300**	**8,475**
26,142	**807**	**26,949**	**124,213**	**6,620**	**130,833**	**5,197**	**996**	**6,193**	**155,552**	**8,423**	**163,975**
38,723	**1,331**	**40,054**	**151,868**	**7,467**	**159,335**	**5,919**	**1,338**	**7,257**	**210,773**	**10,870**	**221,643**

GENERAL

Return showing the **Results of Prescribed Examinations** *in the*

Nature of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	2	3	1	6	12	20	3	4	39
2. Bachelor of Arts	2	5	3	10	78	161	12	14	265
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. Intermediate Examination ...	3	6	6	15	151	336	94	25	606
Oriental Colleges.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit (*a*) ...	1	...	...	1	86	...	...	2	88
Ditto Arabic (*b*) ...	...	...	1	1	...	...	1	...	1
Ditto Persian (*b*) ...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit (*c*) ...	6	4	17	27	83	12	29	...	124
Ditto Arabic (*b*) ...	...	...	...	...	...	...	...	...	...
Ditto Persian (*b*) ...	...	1	1	2	...	1	1	...	2
5. Proficiency in Sanskrit (*d*) ...	2	5	25	32	27	18	60	4	109
Ditto Arabic (*e*) ...	...	2	2	4	...	3	2	1	6
Ditto Persian (*b*) ...	...	1	1	2	...	1	1	1	3
Ditto Urdu	5	6	1	12	30	40	4	3	77
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Master of Laws	...	...	...	...	...	...	...	...	...
3. Bachelor of Laws	2	2	4	8	53	75	25	...	153
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					13	...	...	...	13
2. B. C. E.	1	...	...	1	20	...	...	...	20
3. L. C. E.					43	...	...	...	43
4. First L. C. E.					389	...	...	...	389
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation { Boys ...	35	44	7	86	645	712	103	693	2,153
Matriculation { Girls ...	...	9	2	11	...	43	7	3	53
Middle School Examination { Boys ...	345	92	20	457	3,545	1,168	225	1,672	6,610
Middle School Examination { Girls ...	...	8	4	12	...	21	12	...	33
Upper Primary Examination { Boys ...	2,094	135	28	2,257	9,662	1,719	355	193	11,929
Upper Primary Examination { Girls ...	25	60	4	89	60	299	16	...	375
Lower Primary Examination { Boys ...	3,966	183	35	4,184	21,385	2,547	425	4	24,361
Lower Primary Examination { Girls ...	59	112	5	176	255	762	51	...	1,068
Schools for Special Instruction.									
1. Training School Examination for Masters. { Upper ...	3	...	...	3	233	...	...	...	233
1. Training School Examination for Masters. { Lower ...									
2. Training School Examination for mistresses. { Upper ...	...	1	...	1	...	38	...	...	38
2. Training School Examination for mistresses. { Lower ...	...	1	...	1	...	50	...	...	50
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	54	...	...	8	62
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ...	1	...	...	1	5	...	...	...	5

(*a*) Acharya examination of the Sanskrit, College, Benares, and

(*b*) Panjáb University examinations.

(*c*) Madhyama Pariksha examination of the Sanskrit College,

(*d*) Prathama ditto ditto

(*e*) Mulla examination of Muir Central College, and Maulvi

TABLE VI.

North-Western Provinces and Oudh, during the official year 1895-96.

Number passed.					Race or Creed of passed Scholars.					
Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21
6	12	2	2	22	...	1	18	3	...	
36	81	6	5	128	4	4	94	24	2	
...	...	...	...	...	...	...	...	...	...	
67	134	37	4	242	6	7	180	41	8	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
58	...	...	1	59	...	...	59	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
49	9	19	...	77	...	...	77	...	...	
...	...	...	...	...	...	...	...	...	...	
...	1	1	...	2	...	...	...	2	...	
11	11	24	2	48	...	...	48	...	...	
...	2	...	...	2	...	...	...	2	...	
...	...	1	1	2	...	...	...	2	...	
24	34	4	3	65	...	3	44	18	...	Special Vernacular Examination.
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
10	26	9	...	45	...	...	40	5	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
13	...	...	...	13	4	...	8	1	...	Engineer. (Roorkee College Examination.)
20	...	...	...	20	16	...	3	1	...	Upper Subordinate. (Roorkee College Examination.)
43	...	...	...	43	...	...	36	7	...	Lower Subordinate. (Roorkee College Examination.)
154	...	...	...	154	35	...	101	18	...	College Entrance. (Roorkee College Examination.)
...	...	...	...	...	...	...	...	...	...	
294	257	38	73	662	30	14	496	120	2	
...	27	2	2	31	24	7	...	...	...	
2,011	448	76	251	2,786	25	21	2,141	597	2	
...	8	4	...	12	12	...	...	...	...	
6,274	1,012	181	55	7,522	36	63	6,029	1,393	1	
40	235	5	...	280	40	178	40	22	...	
16,334	1,802	294	17	18,447	162	171	15,080	3,007	27	
181	566	33	...	780	154	323	206	97	...	
164	...	...	...	164	...	...	134	30	...	
...	30	...	...	30	...	30	...	...	...	
...	34	...	...	34	...	34	...	...	...	
...	...	...	...	...	...	...	...	...	...	
45	...	...	5	50	...	5	36	9	...	
...	...	...	...	...	...	...	...	...	...	
1	...	...	...	1	...	...	1	...	...	

Shastri examination of the Panjáb University.

Benares. and Visharada examination of the Panjáb University.

Prajna ditto ditto.

Examination of the Panjáb University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.		Expenditure of				
		In Institutions managed				
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1		2	3	4	5	6
	Arts Colleges.					Rs.
University Education.	English	...	...	...	...	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Engineering	...	...	...	...	...
	Total ...	...	...	...	...	...
	Secondary Schools.					
School Education, General.	For Boys. High Schools	...	...	...	...	...
	For Boys. Middle Schools. English	1	66	66	50	...
	For Boys. Middle Schools. Vernacular	289	29,573	29,039	23,715	...
	For Girls. High Schools	...	...	...	...	...
	For Girls. Middle Schools. English	...	...	...	...	...
	For Girls. Middle Schools. Vernacular	1	28	28	22	...
	Total ...	291	29,667	29,133	23,787	...
	Primary Schools.					
	For Boys	3,903	145,710	140,949	113,162	...
	For Girls	109	2,537	2,420	1,888	...
	Total ...	4,012	148,247	143,369	115,050	...
	Schools for Special Instruction.					
School Education, Special.	Training Schools for Masters	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...
	Medical Schools	...	...	...	...	...
	Industrial Schools	...	...	...	...	...
	Other Schools	...	...	...	...	...
	Total ...	...	...	...	...	...
	Buildings	...	...	...	...	...
	Furniture and Apparatus (Special grants only)	...	...	...	...	...
	Total ...	...	...	...	...	...
	Inspection	...	...	...	...	...
	Scholarships held in Arts Colleges	...	...	...	...	...
	Scholarships held in Professional Colleges	...	...	...	...	...
	Scholarships held in Secondary Schools	...	...	...	...	...
	Scholarships held in Primary Schools	...	...	...	...	...
	Scholarships held in Special Schools other than Training Schools. ...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...
	Total ...	...	...	...	...	...
	GRAND TOTAL ...	4,303	177,914	172,502	138,837	...

TABLE VII.

Instruction in the North-Western Provinces and Oudh, for the official year 1895-96.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	2,730	...	...	2,730
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2,730	...	60	2,790
...	...	...	...	...	...	1,23,151	2,133	47,633	1,72,917
300	644	512	...	12	1,468	14,158	1,605	19,773	35,836
1,41,829	5,402	46,630	36	350	1,94,247	...	...	2,084	1,43,913
...	...	...	...	...	...	...	...	3,210	3,210
...	...	...	...	...	...	...	...	5,274	5,274
176	...	48	...	27	251	...	480	...	656
1,42,305	6,046	47,190	36	389	1,95,966	1,37,309	4,218	77,974	3,61,806
4,96,684	2,775	26,165	1,585	3,433	5,30,642	9,539	132	8,773	5,15,128
12,580	592	22	...	13	13,207	...	180	14,750	27,510
5,09,264	3,367	26,187	1,585	3,446	5,43,849	9,539	312	23,523	5,42,638
...	...	...	...	...	...	34,245	...	...	34,245
...	...	...	...	...	...	...	...	2,130	2,130
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,080	1,080
...	...	...	...	...	...	10,990	...	2,940	13,930
...	...	...	...	...	...	45,235	...	6,150	51,385
95,422	1,140	283	...	4	96,849	17,967	...	5,593	1,18,982
4,883	...	1,921	...	...	6,804	243	...	...	5,126
1,00,305	1,140	2,204	...	4	1,03,653	18,210	...	5,593	1,24,108
...	...	...	...	...	...	...	...	...	2,51,822
...	...	...	...	...	...	...	...	...	114
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	17,286
...	...	...	...	...	...	...	...	...	148
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	19,103
...	...	...	...	...	...	...	...	...	2,88,473
7,51,874	10,553	75,581	1,621	3,839	8,43,468	2,13,023	4,530	1,13,300	13,71,200

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.			Expenditure of					
			Institutions managed					
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1			17	18	19	20	21	22
							Rs.	Rs.
	Arts Colleges.							
University Education.	English		...	...	...	...	...	...
	Oriental		...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law		...	...	...	...	...	...
	Engineering		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	Secondary Schools.							
School Education, General.	For Boys.	High Schools	1	119	124	101	...	816
		Middle Schools English	13	1,138	1,143	932	220	10,291
		Middle Schools Vernacular	3	434	420	332	...	2,339
	For Girls.	High Schools	...	...	...	...	...	...
		Middle Schools English	...	...	...	...	...	...
		Middle Schools Vernacular	1	24	22	18	...	528
	Total ...		18	1,710	1,709	1,383	220	13,974
	Primary Schools.							
	For Boys		55	2,305	2,292	1,861	...	12,505
	For Girls		18	460	454	342	...	3,257
	Total ...		73	2,765	2,746	2,203	...	15,762
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters		...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...
	Industrial Schools		...	...	...	...	...	...
	Other Schools		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	Buildings		...	...	...	...	...	935
	Furniture and Apparatus (Special grants only) ...		...	...	...	...	...	279
	Total ...		...	...	...	...	...	1,214
	Inspection		...	...	...	...	...	...
	Scholarships held in	Arts Colleges	...	...	...	...	...	...
		Professional Colleges ...	...	...	...	...	...	...
		Secondary Schools ...	...	...	...	...	...	...
		Primary Schools ...	...	...	...	...	...	...
		Special Schools other than Training Schools.	...	...	...	...	...	...
	Miscellaneous		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	GRAND TOTAL ...		91	4,475	4,455	3,586	220	30,950

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh, for the official year 1895-96.

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	100	...	5,332	5,432	8,162
...	...	...	...	...	...	...	28	28	88
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	100	...	5,360	5,460	8,250
2,133	1,950	...	279	5,178	13,457	...	15,725	29,998	2,02,915
1,605	7,564	...	5	19,685	3,642	644	7,688	22,265	58,101
...	108	...	...	2,447	...	5,402	240	7,981	1,51,894
...	...	...	...	...	...	...	390	390	3,600
...	...	...	...	...	...	...	145	145	5,419
480	...	...	...	1,008	...	...	...	528	1,184
4,218	9,622	...	284	28,318	17,099	6,046	24,188	61,307	4,23,113
132	2,123	...	14	14,774	5,516	2,775	876	21,672	5,36,800
180	...	...	...	3,437	...	592	1,468	5,317	32,827
312	2,123	...	14	18,211	5,516	3,367	2,344	26,989	5,69,627
...	...	...	...	...	...	...	...	...	34,245
...	...	...	...	...	...	...	...	...	2,130
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,080
...	...	...	...	...	...	...	672	672	14,602
...	...	...	...	...	...	...	672	672	52,057
...	48	230	572	1,785	60	1,140	3,939	6,074	1,25,056
...	33	...	31	343	164	...	232	675	5,801
...	81	230	603	2,128	224	1,140	4,171	6,749	1,30,857
...	...	...	...	...	...	...	...	...	2,51,822
...	...	...	...	...	...	...	...	704	818
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,947	19,233
...	...	...	...	...	...	...	...	24	172
...	...	...	...	...	...	...	...	960	960
...	...	...	...	...	...	...	...	1,826	20,929
...	...	...	...	...	...	...	...	5,461	2,93,934
4,530	11,826	230	901	48,657	22,939	10,553	36,735	1,06,638	14,77,838

GENERAL TABLE VIII FOR MALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses, for the official year 1895-96.

Class of hostels or boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts-colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	49	1,128	92	896	27	113	1,824	8,361	2,074	4,225	16,484	
2. Managed by Local or Municipal Boards ...	99	1,076	...	1,060	16	...	...	2,989	108	2,138	5,235	
3. Aided by Government or by Local or Municipal Boards.	33	1,914	322	1,475	99	18	6,395	354	34,561	1,34,673	2,05,983	
4. Unaided	18	577	96	348	117	16	...	...	32,539	6,501	39,040	

GENERAL TABLE VIII FOR FEMALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses, for the official year 1895-96.

Class of hostels or boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts-colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2 Managed by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	16	968	...	869	99	...	1,965	176	17,790	1,19,226	1,39,157	
4. Unaided	3	86	10	33	43	...	...	...	10,595	1,683	12,278	

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the*

(For Europeans

Class of institutions.	Public Institutions.							
	Under private management.							
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION ... English ...	...	...	...	...	2	55	58	44
Total ...	...	...	...	...	2	55	58	44
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools ...	12	1,239	1,251	1,155	...	...	...	...
For Boys ... Middle Schools English ...	3	295	230	208	...	...	...	...
For Girls ... High Schools ...	12	1,129	1,135	1,023	...	...	...	...
For Girls ... Middle Schools English ...	1	100	137	118	...	...	...	...
Total ...	28	2,763	2,753	2,504	...	...	...	...
Primary Schools.								
For Boys	6	161	166	134	...	...	...	...
For Girls	9	378	356	302	...	...	...	...
Total ...	15	539	522	436	...	...	...	...
Total of Colleges and Schools of Public Instruction.	43	3,302	3,275	2,940	2	55	58	44

TABLE III.

North-Western Provinces and Oudh, for the official year 1895-96.

and Eurasians.)

Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning			Classification of scholars on the 31st of March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others			
10	11	12	13	14	15	16	17	18	19	20	21	22
2	55	42	41	5	22	1	29	2	1	...	...	
2	55	42	41	5	22	1	29	2	1	...	...	
12	1,239	1,177	396	882	1,226	1	2	7	3	74	...	
3	295	295	2	158	295	...	...	...	...	20	...	
12	1,129	1,129	258	565	1,120	8	1	...	...	...	77	
1	100	100	21	50	100	...	...	...	...	...	32	
28	2,763	2,701	677	1,655	2,741	9	3	7	3	94	109	
6	161	161	...	15	161	...	...	...	...	85	...	
9	378	378	1	83	365	4	1	2	6	...	116	
15	539	539	1	98	526	4	1	2	6	85	116	
45	3,357	3,282	719	1,758	3,289	14	33	11	10	179	225	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

(For Europeans

Objects of Expenditure.	Public						
	Under private management.						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION ... English ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For boys ... High Schools	41,456	792	490	2,14,689	3,622	41,750	3,02,799
For boys ... Middle Schools, English ...	7,170	...	1,440	3,221	6,014	3,577	21 422
For girls ... High Schools	42,202	...	390	1,20,200	10,504	43,407	2,16,703
For girls ... Middle Schools, English ...	700	...	100	4,367	7,306	...	12,473
Total ...	91,528	792	2,420	3,42,477	27,446	88,734	5,53,397
Primary Schools.							
For boys	2,790	...	...	2,467	2,456	1,164	8,877
For girls	8,572	447	978	5,688	1,330	1,751	18,766
Total ...	11,362	447	978	8,155	3,786	2,915	27,643
Buildings	3,365	...	...	6,355	1,448	21,970	33,138
Furniture and Apparatus (special grants only) ...	14	...	...	4,039	991	896	5,940
Total ...	3,379	...	...	10,394	2,439	22,866	39,078
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	1,06,269	1,239	3,398	3,61,026	33,671	1,14,515	6,20,118

TABLE IV.

North-Western Provinces and Oudh, for the official year 1895-96.

and Eurasians.)

Institutions.										
Unaided.				Total Expenditure from—					Grand Total.	Remarks.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,690	...	...	4,690	...	...	...	4,690	...	4,690	
4,690	...	...	4,690	...	...	...	4,690	...	4,690	
...	...	...	...	41,456	792	490	2,14,689	45,372	3,02,799	
...	...	...	...	7,170	...	1,440	3,221	9,591	21,422	
...	...	...	...	42,202	...	390	1,20,200	53,911	2,16,703	
...	...	...	...	700	...	100	4,367	7,306	12,473	
...	...	...	...	91,528	792	2,420	3,42,477	1,16,180	5,53,397	
...	...	...	...	2,790	...	...	2,467	3,620	8,877	
...	...	...	...	8,572	447	978	5,688	3,081	18,766	
...	...	...	...	11,362	447	978	8,155	6,701	27,643	
...	...	...	...	3,365	...	...	6,355	23,418	33,138	
...	...	...	...	14	...	...	4,039	1,887	5,940	
...	...	...	...	3,379	...	...	10,394	25,305	39,078	
...	...	...	...	...	869	...	...	...	869	
...	...	...	...	1,736	...	...	...	527	2,263	
...	...	...	...	...	...	...	90	...	90	
...	...	...	...	11,215	...	780	30,250	16,644	58,889	
...	...	...	...	12,951	869	780	30,340	17,171	62,111	
4,690	...	...	4,690	1,19,220	2,108	4,178	3,96,056	1,65,357	6,86,919	

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

(For Europeans

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys—Aided—English	15	1,534	150	4	154	572	26	598
Total ...	15	1,534	150	4	154	572	26	598
For Girls—Aided—English	13	1,229	...	108	108	3	402	405
Total ...	13	1,229	...	108	108	3	402	405
Total, Secondary Schools ...	28	2,763	150	112	262	575	428	1,003
Primary Schools—								
For Boys—Aided	6	161	...	...	...	...	...	...
Total ...	6	161	...	...	...	...	...	...
For Girls—Aided	9	378	...	...	...	...	...	...
Total ...	9	378	...	...	...	...	...	...
Total, Primary Schools ...	15	539	...	...	...	...	...	...
GRAND TOTAL ...	43	3,302	150	112	262	575	428	1,003

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1895-96.

and Eurasians.)

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
353	23	376	244	25	269	121	16	137	1,440	94	1,534
353	**23**	**376**	**244**	**25**	**269**	**121**	**16**	**137**	**1,440**	**94**	**1,534**
19	284	303	35	173	208	52	153	205	109	1,120	1,229
19	**284**	**303**	**35**	**173**	**208**	**52**	**153**	**205**	**109**	**1,120**	**1,229**
372	**307**	**679**	**279**	**198**	**477**	**173**	**169**	**342**	**1,549**	**1,214**	**2,763**
25	24	49	22	29	51	29	32	61	76	85	161
25	**24**	**49**	**22**	**29**	**51**	**29**	**32**	**61**	**76**	**85**	**161**
25	76	101	33	69	102	53	117	175	116	262	378
25	**76**	**101**	**33**	**69**	**102**	**58**	**117**	**175**	**116**	**262**	**378**
50	**100**	**150**	**55**	**98**	**153**	**87**	**149**	**236**	**192**	**347**	**539**
422	**407**	**829**	**334**	**296**	**630**	**260**	**318**	**578**	**1,741**	**1,561**	**3,302**

ORDERS OF GOVERNMENT.

No. $\frac{657}{\text{XV}-\frac{48}{4}}$ OF 1896.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 21st November 1896.

READ—

The General Report on Public Instruction in the North-Western Provinces and Oudh for the year 1895-96, submitted by the Director of Public Instruction.

OBSERVATIONS.—The date fixed for the submission of this report is the 15th September, but it has been generally late. This year greater punctuality has been observed, and the report reached the Government on the 5th October. With a view to securing that the report should be in the hands of the Government in future on the prescribed date, certain instructions have recently been issued to the Director regarding the compilation of the figured statements accompanying the letterpress.

General.

2. In his orders on the report for 1894-95, Sir Antony MacDonnell took the opportunity of reviewing the state of public education in these provinces as disclosed by the quinquennial statistics, and indicating the points in which the provinces in this branch of the administration compare unfavourably with other parts of India. It was remarked that the number of children in the North-Western Provinces and Oudh receiving education of the simplest form was, relatively to the population, less than in any other province; that the total expenditure on education from public funds was small relatively to the aggregate provincial and local revenues, and that of this expenditure an undue proportion was devoted to secondary, and to English, education; that the average cost of each child under instruction was excessive; that the receipts from fees, especially in the case of high schools and colleges, were below the standard prevailing elsewhere; and that the training provided for teachers by means of normal schools was altogether insufficient. To popularize education while making it more economical was suggested as the general principle which should now be followed by the Government and the Department. In pursuance of this policy the Government undertook to increase its grant for primary education to the utmost extent of its financial ability, and an addition of Rs. 75,000 was made for this object in the current year. Changes have been introduced in the curriculum of Anglo-Vernacular schools to ensure that in all the primary classes the vernacular should be the exclusive language of instruction. The vernacular normal school at Lucknow has been expanded into a training college for English teachers. A commencement has been made to co-ordinate primary industrial schools with the Thomason College of Engineering by appointing the Principal of that College the *ex officio* Visitor of the Industrial School in Lucknow and other similar institutions, and by sanctioning the formation of special industrial classes in the college to which deserving students from primary industrial schools may proceed. Lastly, steps

have been taken, in communication with District Boards, to extend primary education of the simplest character by means of grants-in-aid to existing indigenous schools and to persons undertaking to open new schools. It is too early to judge of the effects of this measure, but its progress will be watched with the greatest interest. If it succeeds, it will do more than anything else to make elementary education popular and to wipe out the reproach of ignorance attaching to these provinces.

Statistics of attendance and expenditure.

3. The general statistics contained in Chapter II may be briefly summarized. The total expenditure of the Department of Public Instruction and of schools and colleges recognised by the Department as " public institutions " rose considerably, but the portion of it found from public funds was less than in 1894-95.

Sources.	Direct expenditure.		Indirect expenditure.		Total.		Percentage from each source.	
	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.	1894-95.	1895-96.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Public revenues,	14,32,281	14,09,448	5,34,416	5,22,578	19,66,697	19,32,026	57·33	54·38
Municipal revenues.	95,620	94,428	7,322	11,250	1,02,942	1,05,678	3·00	2·97
Fees ...	7,13,462	7,72,202	98,005	1,41,158	8,11,467	9,13,360	23·65	25·69
Endowments and subscriptions.	3,52,927	4,30,426	1,95,990	1,70,804	5,48,917	6,01,230	16·00	16·92
Total ...	25,94,290	27,06,504	8,35,733	8,45,790	34,30,023	35,52,294	...	...

The growth of the fee receipts and of income from private sources are satisfactory features in the above table. The increased expenditure was incurred under the two heads of secondary schools for boys and secondary schools for girls, and in both these directions private enterprise, especially in connection with missionary societies and European education, shows signs of healthy activity. The expenditure on collegiate and primary education remained practically stationary. The number of institutions on account of which the expenditure detailed above was incurred was 4,824 against 4,814 in 1894-95. Notwithstanding the increased expenditure, the number of scholars in average attendance at public institutions slightly decreased.* The falling off is noticeable under all classes of schools and colleges for boys, and is not clearly accounted for in the report. The raising of the school fees in colleges and English schools, and the general hardness of the times, appear to be the chief explanation. Whatever may be the cause, the absence of progress is a most regrettable symptom of the small hold the Department of Public Instruction has on the people of these provinces. The improved attendance in both classes of girls' schools is satisfactory, but it is chiefly the outcome of missionary effort, and affects but a small and special section of the community.

*	1894-95.	1895-96.
Boys.	No.	No.
University	2,595	2,356
Secondary	52,992	52,111
Primary	150,345	149,807
Total attendance ...	205,932	204,274
Direct expenditure, Rs.	21,58,104	22,55,911
Girls.		
Secondary	2,149	2,433
Primary	7,420	7,996
Total attendance ...	9,569	10,429
Direct expenditure, Rs.	3,65,370	3,96,231

The seemingly paradoxical statement in paragraph 11, that the percentage of scholars in the North-Western Provinces and Oudh to total population of school-going age has actually risen since the preceding year, rests on the fact that the statistics in General Table No. I. include indigenous schools and other unaided private institutions which do not enter into the departmental figures, and for which the returns are unreliable.

4. In paragraph 12 of the report an answer is given to the question asked by Government in reviewing the report for 1894, as to why the cost of collegiate, secondary, and primary education per scholar is so much higher in these provinces than in Bengal, the Panjáb, and the Central Provinces. Mr. Boutflower's inquiries bear out his conclusions that (1) as regards university education, the scarcity of colleges in these provinces staffed with native professors (2) as regards secondary education, the larger proportion of expensive Anglo-Vernacular Schools (3) as regards primary education, the absence of private enterprise, are the main reasons of the great disparity. In the case of primary education steps are now being taken by District Boards to draw out and encourage private enterprise. In the case of secondary education, the raising of the school fees in State and aided schools seems to have had much the same effect, judging by the instance mentioned in paragraph 49 of the report as to the opening of two new unaided high schools in Bareilly. In the case of university education, the addition of college classes to the unaided Kayasth Pathshálá in Allahabad is an indication of the direction in which private enterprise may be expected to move with a view of supplying a cheaper collegiate education than is procurable in the large Government and aided colleges.

University Education.

5. Chapter IV deals with the subject of university or collegiate education. The accession of the Kayasth Pathshálá to the list of Arts Colleges or Collegiate departments raised the number in the North-Western Provinces and Oudh from 15 to 16, of which three are State, six aided, and seven unaided. The average enrolment of scholars in the 16 institutions was only 1,506 for the year against 1,638 in 1894-95. The officiating Director, after attributing this decrease to the enhancement of the fees, expresses the opinion that this check to higher education will not be lasting. He writes that " the unaided colleges at Agra, Allahabad, and Lucknow, which are free to charge such fees as they think fit, will meet the wants of the poor student in those towns, just as the unaided colleges of Calcutta meet the wants of the poor student of Bengal and supply him with university education for the small sum of Rs. 3 per mensem." This is as it should be. It is the object of the Government to maintain a limited number of colleges in the highest state of efficiency as exemplars, and to require the classes which resort to them to make a reasonable contribution towards the necessarily high expenses. Moderately high fees in such colleges stimulate private enterprise in the manner described by Mr. Boutflower. It is satisfactory to have the testimony of the experienced Principal of the Agra College that the new scale of fees is not beyond the means of the community in general; and he is evidently of opinion that the education provided in return at the

best State and aided colleges is intrinsically cheap. At the Agra College, as an instance, only 27 per cent. of the total expenditure is met from the fee income, and in the State colleges the proportion is even lower.

6. The falling off in the enrolment in Arts Colleges was accompanied by a decrease in the number of students presenting themselves at the University examinations. The numerous failures in the B. A. examination are attributed by the Director to papers of unusual difficulty in philosophy and English. The desirability of maintaining "uniform standards of examination," as Mr. Boutflower expresses it, is obvious : and if such uniformity can be obtained by any of the suggestions made on page 11 of the Report, they are well worthy of the attention of the University. Mr. Boutflower, as a member of the Senate, is in a position to bring the question to discussion. In the B. A. examination the number of students who elected the A or literary course was still largely in excess of the number electing the B or science course, being 187 against 64. In the intermediate examination, however, the numbers were more evenly divided, and as the percentages of successes in both examinations were higher in the case of B course candidates, the tendency to follow it may become stronger. The Muir Central College, Allahabad, is now better equipped in staff and appliances for the efficient teaching of science than at any former period; and both the Canning and the Agra College have well furnished students' laboratories. The Director's suggestion (paragraph 33) that science teaching in the Queen's College, Benares, should be restricted to the Intermediate standard, and that advanced science teaching should be concentrated in the Muir College, will be referred to the Principal of the Queen's College for opinion. Mr. Boutflower's further suggestion (paragraph 32) that the collegiate department of the Fyzabad High School should be given up, or made over along with the upper section of the High School to an independent body, should be made the subject of a separate reference. The collegiate department has certainly not been a success of late years judging by the very indifferent results it has attained in the Intermediate examination.

	M.A.		*B.A.*		*Intermediate.*	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
1894-95...	38	27	270	185	597	209
1895-96...	39	22	251	123	581	238

7. In Dr. Thibaut's opinion the most pressing want of the Muir College is a boarding house for Hindu students. This is a want which may well appeal to private liberality, to which the Muhammadan students at the same college are indebted for the good accommodation they there enjoy. The Agra College has in this important matter much to thank private benefactors, as has also the Anglo-Muhammadan College at Aligarh. The value of the boarding house lately added to the Canning College, Lucknow, is shown by the eagerness of parents to secure rooms in it for their sons. The efforts which are being made by the St. John's College, Agra, and by the Meerut College to increase their hostel accommodation are creditable to the management. Generally speaking, the colleges in these provinces are not badly off

in this essential requisite for the proper control and moral discipline of students resorting to them from a distance.

8. The attendance at the Sanskrit College, Benares, increased from 327 to 377, and the examination results were satisfactory. For the Acharya Pariksha degree 86 candidates presented themselves, of whom 58 passed. The officiating Director expresses the opinion that the University might well recognise this degree, even though it is obtained without any knowledge of English. This also is a matter which either Mr. Boutflower or the Principal of the Benares College might profitably bring to the notice of the governing body of the University.

Anglo-Vernacular Schools.

9. From Chapter V the following statistics for Anglo-Vernacular schools for boys are extracted :—

	Number of scholars on rolls.					Total expenditure.	Incidence per scholar.	Cost to Government per scholar.
	State.	Aided.	Branch.	Unaided.	Total.			
						Rs.	Rs.	Rs.
1894-95 ...	8,269	14,689	3,206	2,204	28,368	7,25,665	26	12
1895-96 ...	8,084	13,707	2,938	3,117	27,846	7,68,011	28	12

The attendance has decreased except in unaided schools, and, as in the similar case of the Arts Colleges, the decrease is attributed to the higher scale of school fees. If the officiating Director is correct in his opinion (paragraph 48) that the number of small and inefficient aided schools in this class is in excess of the actual requirements of the province, steps should be taken by him to propose the withdrawal of the grants-in-aid. The fact that by the enhancement of the fees in State schools private enterprise has been stimulated to the opening of unaided schools of this class, is an additional reason for refusing to subsidize unnecessary schools from public funds. The question as to the future of Municipal Branch Schools discussed in paragraph 46 has been disposed of by the orders of Government that grants-in-aid should be withdrawn from the preparatory section of such schools. As far as possible, these schools should, as is suggested by Mr. Boutflower, be merged into the secondary vernacular schools in the several municipalities. The Director will be instructed to take up this matter in connection with the municipal boards. The general effect of this policy will be to reduce the number of boys ostensibly learning English, but unable to pursue their studies to a point where the knowledge of the language would become useful, and to set free funds for the promotion of vernacular education.

10. Turning to the public examinations for which Anglo-Vernacular schools prepare their scholars, the results of the Entrance and of the School Final examinations are better than in the preceding year. The larger number of candidates who attempted the Entrance is due to an increase in

	Entrance.		*School Final.*		*Middle.*	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
1894-95,	1,669	503	168	74	2,929	1,206
1895-96,	1,857	534	208	101	2,921	1,028

private candidates from 497 to 680, of whom only 54 passed. Schools sent up virtually the same number as in 1894-95 and passed more. The increase in the number of candidates appearing in the School Final examination and the larger number who passed, is satisfactory. The Lieutenant-Governor notices with approval that the Cawnpore Agricultural School sent up 12 candidates to this examination, of whom 9 passed. The results of the Middle English examination were poor. The list of municipal and aided schools given in paragraph 61 which did not pass 20 per cent. of their candidates is a long one, and illustrates Mr. Boutflower's remarks as to the impolicy of subsidizing small English schools in which the education of the pupils cannot be carried so far even as the Middle examination.

11. The progress made in establishing science and drawing classes (paragraphs 63—65) has been good, though until a rational is substituted for a mechanical method of teaching science the educational value of the subject will be small.

12. The experiment described in paragraph 68 of starting special classes in Anglo-Vernacular schools for boys who have passed the Middle Vernacular examination from vernacular schools has demonstrated by its success the waste of time and teaching power involved by the old system of attempting to teach English to boys who had not been first grounded in the vernacular. The extension of this experiment by means of the scholarship system should go far to satisfy the wishes of those Municipal Boards which maintain small Anglo-Vernacular schools in order to educate half a dozen aspirants for an English education. With the money saved by the fusion of such schools in existing middle vernacular schools the boards could found scholarships which would enable promising boys to ultimately proceed to the district high school.

Vernacular Schools.

13. The table prefixed to Chapter VI giving statistics of vernacular schools for boys in each district under the management of district boards would have been more complete had it contained provincial totals with the corresponding figures for 1894-95. The more important figures are abstracted below:—

Educational divisions.	Boys of school-going age.	Schools.	Scholars on roll.	Number of boys of school-going age per school.	Number of boys at school per mille of boys of school-going age.	Expenditure.	Incidence of expenditure per scholar.
						Rs.	As.
Meerut	429,976	571	23,062	753	53·6	97,724	4·2
Agra	387,635	563	23,136	689	59·6	96,635	4·2
Bundelkhand	176,632	349	11,341	506	64·2	52,980	4·7
Western Oudh	467,931	460	20,839	1,017	44·5	99,498	4·8
Eastern Oudh	505,682	446	21,583	1,134	42·6	81,851	3·8
Allahabad	450.107	545	21,912	826	48·6	88.856	4·1
Benares	708,600	579	25,547	1,224	36·0	93,217	3·6
Rohilkhand	427,366	510	22,323	838	52·2	94,936	4·3
Kumaun Division	91,611	163	5,140	562	56·1	18,616	3·6
1895-96	3,645,540	4,186	174.883	870	47·9	7,24,313	4·1
1894-95	3,645,540	4,170	176,314	874	48·4	(Not given.)	

The comparative backwardness of the eastern portion of the provinces, comprising the educational divisions of Eastern and Western Oudh and the Benares Division, is evident from this abstract. The abstract does not bring out two other points in which these districts are behind the western half of the Province, namely, the comparatively small number of pupils in their schools who have emerged from the lower primary classes, and the comparatively small income derived from school fees. In the Meerut Division Rs. 17,206 is received from this source: in Eastern Oudh only Rs. 5,734. As such receipts are now placed entirely at the disposal of district boards, their development is one means of providing funds for opening new schools. The number of scholars on the rolls in 1895-96 shows a decrease on the figures of the preceding year. Want of funds, sickness, and scarcity are the explanations given in most districts. The new policy of extending the grant-in-aid system to vernacular schools should result in an increased school attendance, though the full results will not be seen until the present season of scarcity has passed. The attention of the District Committee of the Garhwál district will be drawn to the objection taken by the Director (page 36) to the curious practice prescribed by it of allowing no village to have a school for more than three years.

14. Of aided vernacular schools for boys—for the most part missionary schools—there were 61 in existence with a roll of 3,149 scholars. Indigenous schools of the *maktab* and *patsháld* classes are returned at 1,613 with an attendance of 17,916. Small grants-in-aid to the best of these schools, in accordance with the new grant-in-aid rules for vernacular schools, will considerably extend their utility.

Normal Schools.

15. The re-organization of the three normal schools at Allahabad, Agra, and Lucknow was completed during the year, and a good curriculum has been laid down for the training of vernacular teachers. As funds permit, one or more other normal schools at other divisional centres will be needed, to provide the required number of trained teachers. Since the close of the year an English department for the training of teachers for Anglo-Vernacular schools has been added to the Lucknow Normal School, and an English practising school opened in connection with it. The proposal (paragraph 84) made by the officiating Director to place the deputation of pupil teachers to normal schools with the Assistant Inspectors instead of with the Deputy Inspectors is an administrative arrangement which he, as the head of the Department, is competent to make. The attention of district boards will be drawn to the same paragraph where the expediency of giving students who have passed the normal school good teacherships in the Boards' schools is dwelt on.

Technical Education.

16. Technical education is represented in these provinces by the Law classes attached to eight Arts Colleges, the Agra Medical School, the Thomason College of Engineering, the Agricultural School, Cawnpore, and a few industrial schools at Lucknow and elsewhere. The number

of students enrolled in the Law classes fell from 752 in 1894-95 to 602, though 51 instead of 45 passed the prescribed examinations. A much needed change has been made by the University during the year in prescribing that in 1899 and future years only graduates in arts and science will be allowed to proceed to the law degree. In paragraph 87 the officiating Director observes that there is some doubt as to the precise meaning of the rule made by the High Court requiring graduates in law desirous of being enrolled as vakíls of the Court to produce a certificate that they had also passed an examination for the degree of B. A. of a standard not lower than the standard for such examination in force on the 1st January 1896. As the Registrar of the University is the officer who is to grant such certificates, it will be his duty to satisfy himself by inquiry in the proper quarter as to the intention of the rule. The Thomason College of Engineering continues to be controlled by a Committee of Management, of which the Director of Public Instruction is a member. The College in all its departments is doing good work, and numerous measures to enlarge its sphere of utility have been more or less completely carried out. A mechanical apprentice class, and industrial classes in which training is given in special handicrafts, have lately been opened: and the college buildings are being enlarged to provide more accommodation. To connect the college with the Lucknow Industrial School, and to bring the latter into line with the general scheme of technical instruction, the Principal of the college has been made *ex officio* visitor of the school, and its re-organization will be undertaken. The numbers on the rolls are large, but the instruction is somewhat desultory, and better workshops and drawing rooms are required. The other industrial schools mentioned in paragraphs 94—96 are in connection with various missionary societies. The account of them given by the Director is satisfactory.

Female Education.

17. The chief statistics relating to female education are given in the margin. Classes I and III consist of mission schools, and the expenditure which the several societies are incurring on them is large. Class II consists of District Boards' Schools. In all three classes the expenditure from public funds decreased during the year, while the number of scholars increased. It has been found necessary to enforce with more stringency the conditions of the grant-in-aid rules, with the result that the sums hitherto received by aided schools for girls have been considerably reduced. But even the reduced grants are distinctly liberal,

I.—Aided Anglo-Vernacular Schools.

	Schools.	Pupils.	Expenditure.			Total.
			Public funds.	Fees.	Other sources.	
			Rs.	Rs.	Rs.	Rs.
1894-95,	17	1,290	15,116	2,322	45,599	63,037
1895-96,	19	1,521	14,580	2,618	54,826	72,024

II.—State Primary Vernacular Schools.

1894-95,	128	2,990	17,262	...	...	17,262
1895-96,	127	2,997	16,609	22	13	16,644

III.—Aided Primary Vernacular Schools.

1894-95,	115	4,083	18,919	455	33,597	52,971
1895-96,	109	4,535	17,813	577	39,972	58,362

as the standard of education existing in the majority of the schools is very low. The officiating Director gives it as his opinion that inferences as to the state of female education based on the returns alone would be incorrect, and that much educational work in zanānas is being done in the larger towns through the instrumentality of ladies connected with missions. With regard to non-missionary agencies he writes: "The chief obstacle to further progress is not the apathy of the people, but the want of qualified teachers and governesses for private families. The opening of a training class in connection with some well established European girls' school should be a boon to the native community, as they will have to depend for many years to come on European and Eurasian ladies for the education of their daughters." The Lieutenant-Governor and Chief Commissioner will be glad if Mr. Boutflower will ascertain whether any school of the kind is willing to incur the expense of establishing such a training class.

ro- 18. Chapter X contains the usual statistics for schools aided under the Code of Regulations for European schools. The returns do not differ materially from those for 1894-95. There were 21 aided schools for boys, with 1,741 scholars, and in receipt of grants aggregating Rs. 54,095. The aided schools for girls were 22, with 1,561 scholars, and receiving Rs. 54,192. The average grant per girl scholar somewhat exceeded that earned per boy, the reason being attributed by Mr. Boutflower to "needlework" being a good grant-earning subject in girls' schools. The officiating Director considers that a very pressing want in the matter of European education in these provinces is another school in the hills for poor children for whom the fees charged by existing hill schools, with the exception of the Wynberg School and the St. Fidelis Orphanage, are prohibitive. In a subsequent place (paragraph 113) he states that in the largest towns a considerable number of poor boys and girls of European or Eurasian parentage are growing up entirely uneducated. Hill schools are necessarily expensive, and for the class to which Mr. Boutflower refers they do not appear to be required. In the centres of Agra, Allahabad, and Lucknow mentioned by him, it should be reported whether day school accommodation actually does not exist for these children, or whether it exists but the managers refuse to receive them either because the Government grant is too small or because they are of an unpromising type. It should be possible under the new Code of Regulations for European Schools to ensure that all indigent children are sent to appropriate schools and a sufficient remuneration secured to the managers. The Inspector in charge of European schools should give the matter his closest attention.

ol. 19. The Colvin Taluqdárs' School, Lucknow, is well reported on, and the administration of the present Principal, Mr. Siddons, continues to command the confidence of the Taluqdárs. With the special permission of the committee of management, the sons of one or two native gentlemen in the North-Western Provinces have been received in the school. The attention of the Board of Revenue will be directed to the remarks in paragraph 117 as to the unpunctuality of wards of the Court in returning to the school after the vacations.

Physical and Moral Education.

20. In the chapter dealing with physical and moral education, the experiment started in the Amroha High School at the instance of the Muhammadan community of allowing religious instruction to be given to the scholars during school hours is noticed. The instruction is given in a building separate from the school house by a teacher entertained for the purpose by the local committee, and it is optional with the parents to allow or refuse to allow their children to attend. The Lieutenant-Governor and Chief Commissioner reserves his opinion as to the success of the experiment, but is willing to permit it to be tried in any other places where a local committee of Hindus or Muhammadans is prepared to make the needful arrangements.

21. The acknowledgments of the Government are due to the officiating Director, Mr. Boutflower, for his administration of the Department during the absence on leave of Mr. T. C. Lewis, the Director, and also for a careful and interesting report, which in arrangement and statistical tables marks an advance on the reports of former years, and which is sufficiently full and at the same time concise.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction, North-Western Provinces and Oudh, for information.

Ordered also that a copy, with a copy of the Report, be forwarded to the Secretary to the Government of India, Home Department, for the information of His Excellency the Governor-General in Council.

By order, &c.,

T. W. HOLDERNESS,

Secy. to Govt., N.-W. P. and Oudh.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR

1896-97.

ALLAHABAD:

North-Western Provinces and Oudh Government Press.

1897.

GENERAL REPORT
ON
PUBLIC INSTRUCTION, N.-W. P. AND OUDH,
FOR THE YEAR 1896-97.

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ERRATA.

Annual Report, 1896-97.

Page.	Paragraph.	Detail.
2	4	Statement, first column, *read* 'of' *for* 'o' after Grand Total.
„	„	Statement, column 10, against arts colleges for females, *read* '3162' *for* '3152.'
„	„	Statement, column 2, against girls in middle stage, *read* '647' *for* '1647.'
7	6	First statement, column 5, against Bengal, *read* '15·6' *for* '156'; against North-Western Provinces and Oudh, *read* '4·28' *for* '428'; against Central Provinces, *read* '7·93' *for* '793'; against Assam, *read* '12·32' *for* '1232.'
11	18	Line 18, *read* 'Assistant' *for* 'Asistant.'
20	31	Line 12, *read* 'the' *for* 'thie.'
„	„	Line 14, *read* 'decline' *for* 'declie.'
27	37	Line 29, *read* 'practical' *for* 'pratical.'
32	43	Statement, column 4, against State schools in Kumaun for the year 1891-92, *read* '274' *for* '294.'
34	45	Line 5, below statement, *read* 'aided' *for* 'aded.'
36	47	Below statement, add the following note—'Absentees or expelled students have been included in the number of candidates, but they have not been taken into account in finding out the percentages given in the last column of the above statement.'
45	59	Line 9, *read* 'development' *for* 'devolopment.'
46	61	Last line, *read* 'education' *for* 'ducation.'
48	...	Heading of the page, *read* 'For' *for* 'Bor.'
55	68	Line 13, erase 'in?' after the word larger.
56	...	Statement, last column, against aided schools in Bundelkhand for the year 1896-97, *read* '·9' *for* '19.'
57	69	Line 23, *read* 'where' *for* 'when.'
69	87	Line 19, *read* 'the' *for* 'he.'
87	98	Statement, column 4, against average daily attendance, *read* '28·6' *for* '286.'
95	107	Line 10, after the word made insert 'for.'
„	„	Statement, line 5 of 1st column, *read* 'a' *for* 'in.'
99	117	Erase 'the' at end of line 7.
100	...	Line 2, *read* 'in' *for* 'is.'
101	...	Heading of the page, *read* 'school' *for* 'schools.'
103	124	Line 24, *read* 'grievances' *for* 'grievalnces.' Line 25, *read* 'schoolboys' *for* "schootboys,' and line 26, *read* 'that' *for* 'hat.'
104	127	Line 16, read 'were' for 'where.'
110	...	Table, column 3, against total cost Government institutions, *read* '410-2-3' *for* '41-0-3.'
119	...	Against total for boys in secondary schools, column 10 of the table, *read* '12,849' *for* '12,84.'

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year 1896-97.

CHAPTER I.—PRELIMINARY.

1. The present report will, in accordance with the orders of the Government of India, deal not only with the results of the year's work, but also with the progress made in different directions since the year 1891-92. The review of the progress made in five years has made the report longer than it would otherwise have been.

2. The most important events of the year may here be briefly mentioned; they will be found referred to at greater length in their appropriate places in the body of the report. They are:—

(1) A special grant was made to the District Boards for the encouragement of vernacular primary education.

(2) The commencement of the study of English in Anglo-Vernacular schools has been postponed until boys have passed the lower primary examination in the vernacular. English was formerly taught in the lowest classes, to boys who had not begun to read or write their own vernacular.

(3) A training class has been opened to train men for employment as teachers in Anglo-Vernacular schools.

(4) There has been a further enhancement of the fee rates in Anglo-Vernacular schools and colleges.

(5) The revised code for European schools has been brought into operation.

3. The other red-letter reforms of the last five years have been the following:—

(1) The institution of the School Final examination with a view to the encouragement of the study of science, the vernaculars and commercial subjects in schools; and the institution of a Faculty of Science in the University of Allahabad (1895).

(2) Improvements in the constitution and curriculum of Normal schools, and the opening of model schools in connexion with them (1895).

(3) The opening of special classes in Anglo-Vernacular schools for the benefit of boys who pass the Vernacular middle examination before beginning English, and the revision of the scholarship rules with a view to encourage this course (1895).

(4) The restriction of instruction to the lower primary standard in schools with only one teacher (1896). The four classes of this section are as much as any teacher can be expected to teach efficiently.

(5) The establishment of a Provincial Text-Book Committee (1893).

(6) The opening of an Industrial school at Lucknow and an Agricultural school at Cawnpore.

4. The most urgent needs of the province at the present time are a training class for Anglo-Vernacular teachers, more worthy of the name; normal schools for the Fourth and Fifth Circles; and a large increase to the district inspecting staff consequent on the great number of new primary schools under inspection.

GENERAL SUMMARY.

	Number of scholars on the rolls on 31st March.				Number of institutions.				Expenditure.			
	1896-97.	1891-92.	Increase.	Decrease.	1896-97.	1891-92.	Increase.	Decrease.	1896-97.	1891-92.	Increase.	Decrease.
I.—PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
(*a*).— *For Males.*												
Arts Colleges ...	1,554	1,518	36	...	15	12	3	...	3,61,832	2,58,019	1,03,813	...
Oriental Colleges ...	417	489	...	72	4	3	1	...	17,547	20,461	...	2,914
High Schools ...	17,334	16,019	1,315	...	97	80	17	...	7,19,824	6,82,799	37,025	...
Middle Schools ...	38,846	35,980	2,866	...	369	392	...	23	3,61,504	3,11,439	50,065	...
Primary Schools ...	2,07,116	1,47,714	59,402	...	6,025	4,185	1,840	...	6,75,060	6,24,065	50,995	...
Total, Schools for General Education.	2,65,267	2,01,720	63,547	...	6,510	4,672	1,838	...	21,35,767	18,96,783	2,38,984	...
Engineering College ...	206	180	26	...	1	1	...	...	1,21,785	1,43,739	...	21,954
Schools for Special Instruction.	3,444	3,983	...	539	53	59	...	6	1,01,243	1,08,926	...	7,683
Total, Schools, General and Special.	2,68,917	2,05,883	63,034	...	6,564	4,732	1,832	...	23 58,795	21,49,448	2,09,347	...
(*b*).—*For Females.*												
Arts Colleges ...	15	...	15	...	1	...	1	...	3,152	...	3,162	...
High Schools ...	1,699	1,106	593	...	19	12	7	...	1,62,647	1,99,655	...	37,008
Middle Schools ...	1,293	752	541	...	15	10	5	...	48,778	32,967	15,811	...
Primary Schools ...	9,157	9,102	55	...	267	314	...	47	1,01,988	1,02,134	...	146
Total, Schools for General Education.	12,164	10,960	1,204	...	302	336	...	34	3,16,575	3,34,756	...	18,181
Schools for Special Instruction.	137	130	7	...	2	3	...	1	2,063	498	1,565	...
Total, Schools, General and Special.	12,301	11,090	1,211	...	304	339	...	35	3,18,638	3,35,254	...	16,616
Total, Public Institutions for Males and Females.	2,81,218	2,16,973	64,245	...	6,868	5,071	1,797	...	26,77,433	24,84,702	1,92,731	...
II.—PRIVATE INSTITUTIONS.												
(*a*)—*For Males.*	69,877	63,559	6,318	...	5,486	5,656	...	170	...	...	...	...
(*b*)—*For Females.*	1,634	1,633	1	...	144	128	16	...	...	...	...	...
GRAND TOTAL o Institutions, Public and Private	3,52,729	2,82,165	70,564	...	12,498	10,85 5	1,643	...	26,77,433	24,84,702	1,92,731	...
					Scholarships ...				87,549	94,591	...	7,042
					Other charges ...				8,74,924	7,74,083	1,00,841	...
					Grand Total of Expenditure.				36,39,906	33,53,376	2,86,530	...
High Stage { Boys ...	2,461	2,494	...	33	Expenditure from Provincial Revenues.				6,20,410	5,48,037	72,373	...
High Stage { Girls ...	112	97	15	...								
Middle Stage { Boys ...	12.105	11,606	499	...	Expenditure from District Funds.				13,83,614	14,44,421	...	60,807
Middle Stage { Girls ...	1,647	492	155	...								
Upper Primary Stage { Boys ...	37,224	35,175	2,049	...	Expenditure from Municipal Funds.				1,06,091	1,01,309	4,782	...
Upper Primary Stage { Girls ...	1,169	1,031	138	...								
Lower Primary Stage { Boys ...	2,11,693	1,50,438	61,255	...	Tuition fees ...				7,66,235	7,21,603	44,632	...
Lower Primary Stage { Girls ...	10,034	9,340	694	...	Examination fees ...							
					Boarding fees ...							
Total ... { Boys ...	2,63,483	1,99,713	63,770	...	Other sources ...				7,63,556	5,38,006	2,25,550	...
Total ... { Girls ...	11,962	10,960	1,002	...								
					Total ...				36,39,906	33,53,376	2,86,530	...

CHAPTER II.—GENERAL SUMMARY.

5. *Number and distribution of schools and scholars.*—The table above contains the statistics that are required for a comparison of the educational condition of the North-Western Provinces and Oudh for the years 1891-92 and 1896-97. It appears that the total number of schools has increased from 10,855 to 12,498. There has been a decrease in the number of middle schools for boys, owing to some having been raised to the status of high schools, and to the abolition of ineffective middle sections in others. There has been a decrease in the number of schools for special instruction owing to the abolition of several patwâri schools, partly counterbalanced by the opening of other special schools. Girls' primary schools are less numerous than they were, several District Board schools having been closed. The great increase in the number of schools occurs among the primary schools for boys, and has taken place during the last year; before then there had as a matter of fact been retrogression. There is a slight falling off in the number of private schools for boys.

The number of scholars shows an increase of 70,564, and now reaches 3,52,729. Of these, 2,81,218 are in public institutions, in which the increase is 64,245. The only falling off is in Oriental colleges and schools for special instruction. In other cases, even when the number of schools is less, there is an increase in the number of scholars. In the different school stages there is a trifling decrease in the high stage only; and this, as will be seen later, is probably temporary. The increase in the lower primary stage is 61,949 for the last five years, and 55,135 for the last year.

The race and religion of the pupils, and the proportion of each class to the total number, for the years 1891-92 and 1896-97 are given below. It will be seen that the Hindus have gained relatively to the Muhammadans; but during the last year the Muhammadans have greatly improved their position.

Race and religion.	1896-97.		1891-92.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	2,66,258	75·43	2,09,819	74·25
Muhammadans	75,596	21·42	64,413	22·80
Europeans and Eurasians	3,601	1·02	2,715	·96
Native Christians	7,281	2·06	5,271	1·87
Miscellaneous races or religions	236	·07	352	·12
Total ...	3,52,972	100·00	2,82,570	100·00

The percentage of scholars to the population of school age, according to the census of 1891, has been for the last six years as follows:—

	Boys.	Girls.	Total.
1891-92	7·40	·38	4·02
1892-93	7·58	·38	4·11
1893-94	7·93	·37	4·29
1894-95	7·76	·37	4·20
1895-96	7·90	·39	4·28
1896-97	9·26	·46	5·02

The advance made in the last year is encouraging; but it still leaves the North-Western Provinces and Oudh the most backward province in India.

6. *Expenditure.*—The total expenditure has increased by Rs. 2,86,530 during the five years, and now stands at Rs. 36,39,906. Four-fifths of the increase falls upon private sources; Rs. 44,632 is met from fees; and only Rs. 16,348 comes from public funds, being an average increase in expenditure from this source at the rate of Rs. 3,270 a year. The variations that particularly call for notice are the large increases on account of Arts Colleges and High Schools for boys, the latter partly accounted for by the expensive Colvin Talúqdárs School, Lucknow; and the decrease on account of High Schools for girls and scholarships. These figures include the statistics of Patwâri schools, and the Medical school, with the management of which the Education Department has no concern. If these be excluded, the direct and indirect expenditure from all sources is given in the first of the following tables, and from public funds in the second.

Direct and indirect expenditure from all sources.

	1897.	1896.	1892.
Direct expenditure.	Rs.	Rs.	Rs.
Colleges	4,50,668	4,63,842	2,43,779
Schools (general)	19,97,136	21,87,400	18,95,337
„ (special)	61,870	55,262	62,403
Total ...	25,09,674	27,06,504	22,01,519
Indirect expenditure.			
University	59,190	58,238	30,132
Direction	40,835	46,051	41,266
Inspection	2,47,442	2,51,822	2,52,399
Scholarships*	73,743	78,588	83,429
Buildings	3,50,678	2,67,710	2,99,423
Apparatus	31,326	20,316	29,550
Miscellaneous	1,09,170	1,23,065	1,04,652
Total ...	9,12,384	8,45,790	8,40,851
GRAND TOTAL ...	34,22,058	35,52,294	30,42,370

* Includes scholarships tenable at unaided institutions.

Direct and indirect expenditure from public funds.

	Provincial and Local.			Municipal.		
	1897.	1896.	1892.	1897.	1896.	1892.
Direct expenditure.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	2,86,518	2,96,779	1,16,853	5,655	5,460	6,529
Schools (general) ...	10,95,188	10,65,605	10,35,784	89,614	88,296	83,680
„ (special) ...	53,107	47,064	54,044	672	672	270
Total ...	14,34,813	14,09,448	12,06,681	95,941	94,428	90,479
Indirect expenditure.						
Direction	40,835	46,051	41,266	...	...	...
Inspection	2,47,442	2,51,822	2,52,399	...	...	...
Scholarships*	34,819	38,115	45,180	3,080	3,635	6,815
Buildings	1,72,018	1,49,253	2,18,528	5,279	6,074	2,884
Apparatus	12,378	6,230	13,848	500	675	877
Miscellaneous	19,188	31,107	35,866	1,291	1,826	254
Total ...	5,26,680	5,22,578	6,07,087	10,150	12,210	10,830
GRAND TOTAL ...	19,61,493	19,32,026	18,13,768	1,06,091	1,06,638	1,01,309

*Includes scholarships tenable at unaided institutions.

In five years the total expenditure has risen by Rs. 3,79,688; but during the last year it has fallen by Rs. 1,30,236, a difference which is more than accounted for by the decreased expenditure on schools (general), and in particular by that from private sources on aided secondary schools. The expenditure from Provincial and Local Funds has risen by Rs. 1,47,725 during the quinquennium, and by Rs. 29,467 during the last year owing to an extra expenditure of Rs. 29,583 on schools (general). The expenditure from Municipal Funds shows a slight increase under schools (general). The expenditure now includes exchange compensation allowance, which was not the case in 1891-92. The usual table follows showing the distribution of indirect expenditure from all sources on the different kinds of education under the control or supervision of the Department.

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1896-97.

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal fupds.	Fees.	Endowments, &c.	Total	Public funds.	Endowments, &c.	Total.	Public Funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	59,190	...	59,190	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	59,190	...	59,190
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,835	...	...	...	40,835
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,47,442	...	...	...	2,47,442
Scholarships ...	11,425	702	973	18,758	31,858	22,746	2,352	1,241	14,294	40,633	31	26	..	578	635	617	...	617	34,819	3,080	2,214	33,630	73,743
Buildings ...	4,461	...	..	2,660	7,121	49,589	1,156	11,877	1,55,486	2,18,108	55,675	4,123	724	1,291	61,813	4,821	1,343	6,164	1,72,018	5,279	12,601	1,60,780	*3,50,678
Apparatus ...	...	...	...	633	633	3,607	316	4,138	9,054	17,115	5,971	184	3,117	606	9,878	2,800	900	3,700	12,378	500	7,255	11,193	31,326
Miscellaneous ...	...	...	...	9,033	9,033	8,871	1,288	27,408	19,096	56,663	4,450	3	1,417	1,472	7,342	...	335	335	19,188	1,291	58,755	29,936	†1,09,170
Total ...	15,886	702	60,163	31,084	1,07,835	84,813	5,112	44,664	1,97,930	3,32,519	66,127	4,336	5,258	3,947	79,668	8,238	2,578	10,816	5,26,680	10,150	1,40,015	2,35,539	9,12,384

* Details of Rs. 57,472 not given.
† Details of Rs. 35,797, Miscellaneous expenditure under "Direction and Inspection 2" not given.

The following table shows that the share of the cost of education thrown on the State has risen from 55 to 61 per cent. during the last year, and the share borne by fees has been reduced by an equal amount. This change is largely due to the decreased expenditure from other sources on aided secondary schools, and from public funds on primary schools, as recorded below:—

	1896-97.	1895-96.	1894-95.	1893-94.	1892-93.	1891-92.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
From public funds	57	52	55	54	56	55
„ municipal funds... ...	4	3	4	4	4	4
„ fees	23	29	27	28	25	26
„ endowments, &c.	16	16	14	14	15	15
Total ...	100	100	100	100	100	100

The distribution of the expenditure among the different classes of institutions is shown in the following table:—

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from—		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs			
Colleges	2,31,194	36,648	2.67.842	86	14	16·1
Secondary	2,97,679	2,20,789	5,18,468	57	43	20·7
Primary	5,31,033	76,736	6,07,769	87	13	37·0
Special	50,345	1,888	52,233	96	4	3·5
Aided.						
Colleges	55,324	1,27,502	1,82,826	30	70	3·9
Secondary	2,02,288	5,07,252	7,09,540	29	71	14·1
Primary	64,188	97,171	1,61.359	40	60	4·5
Special	2,762	6,875	9,637	29	71	·2
Total ...	14,34,813	10,74,861	25,09,674	57	43	100·0

Compared with the corresponding figures for 1891-92, there is a large increase in the cost of Government colleges, since the inclusion of the Thomason Engineering College, Rurki, in the returns in 1894-95. Government secondary schools cost more by Rs. 51,260, and aided secondary schools cost practically the same, though their cost to Government is more by Rs. 17,068. Government primary schools account for an increase of Rs. 33,662, and aided primary schools for Rs. 17,097.

Compared with the figures for 1895-96, there is a decrease of Rs. 16,702 in the cost of Government colleges; an increase of nearly Rs. 7,000 in Government secondary schools, with a decrease of about Rs. 2,42,000 in aided secondary schools, Rs. 7,000 being the saving effected by Government. Government primary schools show an increased expenditure of Rs. 16,730, and aided primary schools Rs. 28,156. Thus the increase in the expenditure on primary schools during the year amounts to Rs. 44,886. The increased charge to Government of these schools for the year amounts to only Rs. 35,292. It will be seen (*vide* para. 86) that out of the special grant of Rs. 75,000 made for these schools, only Rs. 51,511 was spent, and even this was counterbalanced by savings, which further reduced the new expenditure to the figure just quoted.

Before leaving the subject of educational expenditure, I would take the opportunity of remarking on the differences observable in different parts of India. It has been noticed year after year by the Government of India that these provinces are far the most backward of all the provinces of India with regard to the diffusion of education among the masses of the population. The percentage of scholars under instruction to the population of school age was last year only 4·28 in these provinces to 7·93 in the Central Provinces; 8·48 in the Panjáb, 14·81 in Madras, 17·4 in Bombay, and 15·6 in Bengal. The true reason of this difference is not far to seek. It lies in the fact that public and other monies are spent much more liberally on education in other parts of India than in the North-Western Provinces and Oudh. If the results in the different provinces are to be judged by the percentage of scholars in the population, then before there can be any fair comparison, it is necessary to see what is the expenditure per head of the population. This inquiry may at once account for comparatively poorer results. The appended table has been drawn up from last year's reports to show the expenditure per head of population in the various provinces of India from all public sources; whether Imperial, Provincial, District or Municipal. It shows that in the North-Western Provinces and Oudh only 8½ pies per head of the population is so spent annually upon education; in the Panjáb nearly twice as much is spent, and at the same time nearly twice as many children get educated in proportion to the population.

To raise these provinces to the level of the Panjáb would therefore require an annual expenditure on education nearly double that now sanctioned.

Name of province.	Population.	Expenditure from public funds.	Expenditure from public funds per head of population.	Percentages of scholars to population of school-age.
		Rs.	As. p.	
Madras	35,641,828	31,43,844	1 5	14·81
Bombay	26,966,242	35,51,545	2 1	17·4
Bengal	73,043,697	39,31,629	0 10	15 6
North-Western Provinces and Oudh ...	46,905,085	20,79,045	0 8½	4 28
Panjáb	20,866,847	17,69,304	1 4	8·48
Central Provinces	12,944,805	6,84,744	0 10	7 93
Burma	7,627,568	8,23,331	1 9	22·17
Assam	5,435,243	3,96,353	1 2	12 32
Coorg	173,055	28,162	2 7	22·25
Hyderabad Assigned Districts ...	2,897,040	3,81,267	2 1	11·3

Further, the following figures which have been taken from the Administration Reports of the Provinces named, if they are correct, go to show that the percentage of educational expenditure from public funds to the aggregate provincial and local revenue and receipts is much lower in the North-Western Provinces and Oudh than in other parts of India, though Burma falls still further behind. An additional expenditure of some eight lakhs would be needed in order to bring these Provinces up to the standard of liberality towards education adopted in Madras, Bombay, Bengal and the Panjáb, in regard to the proportion of their income which they devote to this object.

Name of province.	Aggregate Provincial and Local revenue and receipts.	Expenditure from Public Funds (Provincial and Local).	Percentage of the expenditure from the aggregate revenue.
1	2	3	4
		Rs.	
Madras	4,38,21,617	28,49,224	6·5
Bombay	4 61,35,978	30,86,821	6·7
Bengal	5,37,84,336	33,89.071	6 3
North-Western Provinces and Oudh	4,22,34,000	20,00,548	4·7
Panjáb	2.22,52,749	14,12,967	6·3
Central Provinces	81,57,569	5,90,114	7·2
Burma	1,91,99,382	6,13,607	3·2

7. *Fees.*—The income derived from fees and available for expenditure on education shows a satisfactory increase. The information before me does not enable me to separate the fee income derived from the various sources, tuition, examination and boarding. The fee rates have been considerably raised in Anglo-Vernacular schools and Colleges.

8. *Scholarships.*—The decrease in the expenditure on scholarships in institutions which are in touch with the Department is considerable.

Provincial Funds save Rs. 10,361, and Rs. 3,296 in comparison with 1891-92, and 1895-96, respectively; Municipal Funds show corresponding savings of Rs. 3,735 and Rs. 555. The expenditure from other sources has therefore increased since 1892, but has fallen in the last year.

9. *Results of examinations.*

		1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Entrance Examination	Candidates ...	1,785	1,648	1,628	1,669	1,857	1,579
	Passed ...	696	688	599	503	534	647
School Final „	Candidates ...	...	...	84	204	220	142
	Passed ...	...	...	50	106	110	144
English Middle	Candidates ...	2,881	3,013	3,145	2.929	2,921	3,094
	Passed ...	1,013	1,272	1,338	1,206	1,028	894
Vernacular Middle „	Candidates ...	3,321	3,413	3,759	3.745	3,599	3,333
	Passed ...	1,463	1,680	1,834	1,591	1,721	1,485
Upper Primary „	Candidates ...	11,467	11,866	11,879	11,931	12,304	12,520
	Passed ..	7,540	8,136	8,224	7,715	7,802	7,932
Lower Primary „	Candidates ...	24,206	21,629	23,414	25,290	25,429	24,356
	Passed ...	15,753	17,056	19,219	19,631	19,227	18,027

The preceding statement gives the school examination results for the last six years. The school Final Examination is an alternative Entrance; and the figures for both should be added together to judge of the progress from year to year at this stage. The number who passed the last examination is thus 791, or more than in any preceding year. The numbers of candidates and of passes at the School Final have increased uniformly since the examination was instituted in 1894. The numbers examined at the English Middle have varied little, but scarcely more passed in this than in the Entrance Examination; the standard has evidently been raised. In the Vernacular Middle, which is an easier examination, the numbers do not fluctuate so much; the number of passes is approximately the same as it was five years ago. The same steadiness marks the two primary examinations.

10. *Physical Training* has received constantly increasing attention during the five years, and is now much more completely organised than it was. It is encouraged in colleges, particularly when, as is usually the case, some member of the staff is a cricketer or football-player; the annual grant of Rs. 1,000 made by the University towards the expenses of a tournament open to all the colleges has deepened the interest of the students in physical recreation. Circle tournaments serve the same purpose in the case of Anglo-Vernacular Schools; and in village schools some form of physical training is now prescribed as part of the curriculum, though not yet universally observed. The sports that follow the centre examinations of village schools are participated in with zest by the boys.

11. As regards Boarding-houses these Provinces do not occupy a foremost position. The Agra and Aligarh Colleges are well off in this respect, and there is a good Muhammadan Hostel in connexion with the Muir College; arrangements are generally made for the boarding of students at other colleges. High Schools generally have some boarding accommodation; but there is none at Almora, where the need is greater than elsewhere, since the school has to serve not merely a District but a Division. Vernacular Middle Schools, at which boys congregate from a distance in order to go on to the secondary stage of education, are not as a rule well provided with accommodation for boarders. Until parents are willing to pay a reasonable boarding fee for their sons, boarding-houses are sure to remain in an unsatisfactory condition.

12. As a rule there is little fault to find with the conduct of scholars. Instances of insubordination are rare; a want of straightforwardness is more frequently the subject of complaint. Direct moral instruction is not generally given except in institutions under the management of missionaries; but the discipline of a good school, the mental training of a course of study steadily pursued, have a distinct moral value, which is found to influence favourably the character of those who pass through our schools and colleges. Some care is taken that the general literature prescribed shall have a healthy moral tendency; and as regards their public life our students do imbibe the principles of morality that are thus impressed on their minds. Further we cannot expect to go; for in matters that we are accustomed to regard as being of the highest moral importance the thoughts of the inhabitants of this country are not always as our thoughts.

13. *General progress.*—But for the increase in the lower primary stage, which has taken place during the last year under special circumstances, there is scarcely any numerical progress to report during the last five years; even with this the Inspector of the third circle asserts that it is not possible to speak of progress in his circle; in some parts female education has distinctly retrograded. But as regards the quality of the work, there is reason to believe that various measures adopted by the Department and the University are making for greater thoroughness. Steps have been and are being taken to make school education less bookish, and more practical. An English writer after thirty years of teaching has recently urged that Geography should be taught mainly by means of map drawing; that text-books should be used chiefly as books of reference; that lessons in arithmetic and geometry should include practical work in measurement; that in teaching modern languages the written or spoken language should be made the basis, and instruction in Grammar founded upon it; that mastery of English does not come by Grammar and analysis, but by observation and practice; and that true science consists in a scientific habit of mind and not in a knowledge of scientific facts. These views appear to me to be fully applicable to India, and as a matter of fact similar aims have been kept in mind latterly in these Provinces, particularly as regards Geography, Arithmetic, Geometry and Science. The idea of using text-books in most subjects as books of reference is, however, so contrary to the notions of masters and boys that it will be long before the new revelation is generally received.

Reports of the work in the new aided primary schools are not as a rule satisfactory. As is natural the boys are almost all in the preparatory stage and, with the

teachers at present employed in some of them, they are not likely to go much further. The schools will need careful nursing and guiding, if they are to produce work really worth the expenditure on them. For this purpose the district inspecting staff needs to be largely increased.

14. *The work of district and municipal committees.*—Returns from the various districts have been called for with a view to make it possible to compare the liberality shown towards education, and the extent to which education is spread in each; but the returns received prove, on investigation, to be too unreliable to be incorporated in this report. Efforts will be made to obtain more careful and complete returns in future. District Boards spend their money for the most part on vernacular education; but under orders passed last year they are also charged with the budgets of District Anglo-Vernacular schools. Their zeal for education is generally that of the Collector or Deputy Commissioner, who is their official Chairman. In fact they are often content to be more ciphers, except when any matter of the nature of patronage comes up. The Inspector of the third circle remarks, and his report is confirmed by other Inspectors:—"When the annual proposals of their inspecting officers are submitted for their approval, they frequently differ from them to an extent which would warrant one in supposing, if there were more evidence of inspection *in situ* on their part, that they had taken some trouble to inquire into the condition of their schools. The Fatehpur and Jaunpur District Boards, particularly the former, are not at all prepared to carry out the suggestions of their inspecting officer, as the only one entitled to form a professional opinion upon the merits of a teacher's work. In Fatehpur the members of the District Board this year practically substituted their own views for those of the Assistant and District Inspectors in deciding upon questions of reward, punishment and transfer of teachers and the raising and reduction of standards in schools." Commissioners and Collectors frequently complain that non-official members of Boards take no interest in matters affecting education, and very rarely visit any of the schools. The Chairman of the Etah Board has drawn out a scheme by which each member will have certain schools in his visiting charge; and it would be well if his example were followed in other districts. It is pleasing to note, by way of exception, that the members of the Mainpuri District Board seem to have taken considerable interest in their schools, and Maulvi Fazl Karim's name is specially named by the Commissioner in this connexion.

Municipal Committees are given to spending money on English education, either in the shape of contributions to branch schools, or by maintaining small Middle English schools of their own. Some municipalities spend next to nothing, or absolutely nothing, on vernacular education. Reference to Municipal Anglo-Vernacular Schools will be found in paragraph 60. As regards Municipal Free Schools, the Deputy Inspector, Ghâzipur, writes that four of these were placed under his supervision in August 1896 and that "the past state of these schools has been awfully bad."

15. Valuable assistance is rendered to the cause of education by European and American societies. Among these may be mentioned the Church Missionary Society, the Society for the Propagation of the Gospel, the Wesleyan Mission, the London Missionary Society, the American Presbyterian, and Methodist Episcopal Missions.

The efforts of Government are also seconded by those of native societies and private persons, chiefly in English education. Among these may be mentioned the Anglo-Sanskrit High School, Lucknow, which is well managed by a committee of Bengali gentlemen, the Free High School in Lucknow maintained by the Husainabad Trustees, the Kayasth Pathshala at Allahabad, the Muhammadan College at Aligarh, and institutions maintained by the Arya Samaj in Rohilkhand. In several of the larger towns, there are schools maintained by subscriptions or by the liberality of private gentlemen.

CHAPTER III.—CONTROLLING AND INSTRUCTING AGENCIES.

16. During the year under report, I was absent on furlough until the end of November, and Mr. W. N. Boutflower, Inspector of Schools, Fourth Circle, and of European Schools, officiated as Director in my stead.

Mr. Crosse officiated for Mr. Boutflower as Inspector of Schools, 4th Circle, and of European Schools, and Mr. G. N. Chakravarti officiated for Mr. Crosse as Inspector, 2nd Circle.

In January 1897 when Mr. De la Fosse was appointed Inspector of Schools, III Circle, Mr. Bacon, Head Master, Collegiate School, Benares, officiated for him in the Queen's College, pending the arrival of a new Professor from England. B. Hari Keshava Sanyal, 2nd master, Collegiate School, Benares, officiated as Headmaster in place of Mr. Bacon. Mr. G. N. Chakravarti, Assistant Inspector, Allahabad, was appointed Provincial Headmaster, High School, Bareilly, and P. Din Dayal Tiwari was transferred as Assistant Inspector from Kumaun to Allahabad Division. The Kumaun post was held temporarily by M. Karamat Ali, till it was abolished under the new scheme.

In March 1897, B. Ambika Prasad, Assistant Inspector of Schools, Fyzabad Division, was obliged to take leave on medical certificate, and M. Janki Prasad, Assistant Inspector, Agra, was transferred in his place. P. Chiranji Lal, Head Clerk, office of Inspector, 1st Circle, was appointed to officiate as Assistant Inspector, Agra, as a temporary arrangement.

17. The Muir Central College staff was as follows:—

Principal.—Dr. G. F. W. Thibaut.

Professor of Mathematics.—Mr. Homersham Cox., M.A.

Professor of Physics.—Mr. J. Murray, M.A.

Professor of English.—Mr. J. G. Jennings, B.A.

Professor of Chemistry.—Mr. E. G. Hill, B.A.

Professor of Sanskrit.—Mahamahopadhyaya Pandit Aditya Ram Bhattacharya, M.A.

Professor of Arabic and Persian.—Shamsululama Maulvi Saiyid Amjad Ali, M. A.

Assistant Professor of English.—Mr. C. H. Linton, M.A.

Assistant Professor of Mathematics.—Babu Umesh Chandra Ghosh, M.A.

During the year Mr. Murray took privilege leave from 21st September to 18th November 1896, and Babu Abhaya Charan Sanyal, M.A., Professor of Physical Science in Queen's College, Benares, officiated for him. The above staff is strong on the Science side, but the College is not so well provided with Professors on the literary side as other Colleges in the Provinces, and the Principal calls attention to the defect in a passage quoted hereafter.

The staff of Queen's College, Benares, was constituted as follows at the close of the year:—

Principal.—Mr. W. H. Wright, B.A.

Professor of Philosophy.—Mr. A. Venis, M.A.

Professor of English Literature.—Mr. J. W. Bacon, M.A. (officiating).

Professor of Physical Science.—Babu Abhaya Charan Sanyal, M.A.

Professor of Mathematics.—Babu Mahendra Nath Dat, M.A.

Assistant Professor of Physical Science.—Babu Saroda Charan Chakravarti, B.A.

Professor of Sanskrit.—Pandit Vindhya Prasad Shukla.

Professor of Arabic and Persian.—Shams-ul-ulama Maulvi Muhammad Abdul Jalil.

Mr. W. K. Bonnaud is Principal of the College Department attached to the District High School, Fyzabad, which is affiliated to the University of Allahabad up to the Intermediate Standard only.

18. The number of days spent on tour in each district by the Circle and Assistant Inspectors of Schools is shown below:—

Inspector, First Circle.—Meerut 8 days, Etáwah 12 days, Mainpuri 8 days, Farukhabad 16 days, Etah 11 days, Muttra 17 days, Jhánsi 18 days, Jalaun 20 days, Bánda 4 days, Agra 16 days: total 130 days.

Inspector, Second Circle.—Lucknow 5 days, Unao 3 days, Rae Bareli 6 days, Sítapur 22 days, Hardoi 10 days, Kheri 15 days, Fyzabad 17 days, Gonda 13 days, Bahraich 7 days, Sultánpur 4 days, Partábgarh 5 days, Bara Banki 9 days: total 116 days.

Inspector, Third Circle.—Gházipur 5 days, Azamgarh 2 days, Basti 3 days, Gorakhpur 4 days, Allahabad 20 days, Fatehpur 5 days, Cawnpore 11 days, Jaunpur 10 days, Mirzapur 11 days, Benares 13 days: total 84 days.

Inspector, Fourth Circle.—Bijnor 8 days, Moradabad 4 days, Budaun 8 days, Bareilly 6 days, Pilibhít 1 day, Sháhjahánpur 2 days, Dehra Dún 3 days, Saháranpur 12 days, Muzaffarnagar 7 days, Bulandshahr 5 days, Meerut 5 days, Aligarh 8 days, Etah 2 days: total 71 days.

Inspector, Fifth Circle.—Almora 5 days, Naini Tal 21 days, Garhwál 10 days, European Schools 151 days: total 187 days.

Assistant Inspector, Agra Division.—Agra 34 days, Muttra 23 days, Etah 12 days, Etáwah 24 days, Mainpuri 15 days, Farukhabad 35 days: total 143 days.

Assistant Inspector, Bundelkhand Division.—Bánda 48 days, Hamírpur 18 days, Jalaun 34 days, Jhánsi 46 days: total 146 days.

Assistant Inspector, Lucknow Division.—Lucknow 26 days, Unao 21 days, Rae Bareli 21 days, Sítapur 31 days, Hardoi 20 days, Kheri 11 days: total 130 days.

Assistant Inspector, Fyzabad Division.—Fyzabad 12 days, Gonda 20 days, Bahraich 25 days, Sultánpur 12 days, Partábgarh 17 days, Bara Banki 26 days: total 112 days.

Assistant Inspector, Allahabad Division.—Allahabad 29 days, Fatehpur 41 days, Cawnpore 41 days, Jaunpur 32 days, Mirzapur 37 days: total 180 days.

Assistant Inspector, Benares Division.—Azamgarh 20 days, Basti 21 days, Ballia 13 days, Benares 29 days, Gházipur 26 days, Gorakhpur 26 days: total 135 days.

Assistant Inspector, Rohilkhand Division.—Bijnor 42 days, Moradabad 28 days, Budaun 29 days, Bareilly 41 days, Pilibhít 21 days, Sháhjahánpur 53 days: total 214 days.

Asistant Inspector, Meerut Division.—Dehra Dún 12 days, Saháranpur 26 days, Muzaffarnagar 22 days, Meerut 33 days, Bulandshahr 41 days, Aligarh 33 days: total 167 days.

Assistant Inspector, Kumaun Division.—Almora 51 days, Naini Tal 32 days: total 83 days.

19. The reorganisation of the Department in pursuance of the recommendations of the Public Service Commission was carried into effect during the year, under the orders of the Government of India. The graded list has been abolished, saving as regards officers already appointed to that list. In its place there is an Indian Service consisting of certain Principals and Professors of Colleges and Inspectors of Schools, who are appointed in the first instance by the Secretary of State for India. In addition there is a Provincial Service of lower rank and pay consisting of certain Inspectors, Professors, Assistant Professors and Inspectors, and Headmasters of a few of the most important schools. One of the Inspectorships has been removed to the Provincial Service, and the number of Inspectorships has been increased by one, also placed in the Provincial list; it being deemed expedient to provide for five circles of inspection instead of the four that were previously in existence.

The five Circles are now arranged as follows:—

First Circle.—Inspector, Mr. C. E. Welby, Provincial Service. Headquarters, Agra. Agra Division, and the districts of Bánda, Hamírpur, Jhánsi and Jalaun in the Allahabad Division. 10 districts.

Second Circle.—Inspector, Mr. M. Crosse, M. A., Provincial Service. Headquarters, Lucknow. Lucknow and Fyzabad Divisions. 12 districts.

Third Circle.—Inspector, Mr. C. F. De la Fosse, B. A., Indian Service. Headquarters, Allahabad. The districts of Allahabad, Fatehpur and Cawnpore in the Allahabad Division, and the Benares and Gorakhpur Divisions. 11 districts.

Fourth Circle.—Inspector, Mr. H. O. Budden, Indian Service. Headquarters, Moradabad. Rohilkhand and Meerut Divisions. 12 districts.

Fifth Circle.—Inspector, Mr. W. N. Boutflower, B. A., Indian Service. Headquarters, Naini Tal. Kumaun Division; also European Schools. 3 districts.

20. Proposals have been under consideration for a large increase to the inspecting staff in the various districts. At present the rules prescribe for the existing staff of inspecting officers far more work than, with the growing number of schools under their supervision, it is possible for them to accomplish even in the most cursory way; and many of the new primary aided schools cannot be inspected at all. Expenditure on the inspection of these schools is, rightly speaking, expenditure on primary education; for in the present state of things in these Provinces an Inspector is as indispensable for them as a schoolmaster, if the education given is to be worth the small amount it costs.

CHAPTER IV.—UNIVERSITY OR COLLEGIATE EDUCATION.

21. During the year 1896, the University of Allahabad realized an income of Rs. 64,224, of which Rs. 62,036, represents examination fees. The expenditure amounted to Rs. 66,530, but this included Rs. 6,561, the cost of purchasing Government securities for Rs. 6,000. The 3½ per cent. Government promissory notes held on account of the Reserve Fund of the University now aggregate Rs. 30,000, yielding an annual interest of Rs. 1,050. This has accumulated from the surplus funds of the University from year to year. The University receives no grant from Government.

22. The most noteworthy development recorded during the last five years is the constitution of a Faculty of Science. Examinations in this Faculty for the degrees of Bachelor and Doctor of Science were held for the first time at the close of the year under report. Other important changes that have taken place in the same period are the institution of the School Final Examination, which is an alternative Entrance Examination intended to recognise and encourage the bifurcation of studies in high schools; the encouragement of the studies of the vernaculars by special examinations in them; regulations requiring candidates for a degree in law to have passed the B.A. degree before attending the course of lectures prescribed for the LL.B. degree; and the annual grant of Rs. 1,000, for the expenses and prizes at the Inter-Collegiate Tournament.

23. The following tabular statement gives, for all the Arts colleges in the North-Western Provinces and Oudh, the average enrolment for the year under report, the preceding year, and the year 1891-92; and also particulars of the expenditure from various sources, and the total cost per scholar:—

Class of College.	Name of College.	Average enrolment, 1896-97.	Average enrolment, 1895-96.	Average enrolment, 1891-92.	Expenditure met from				Percentage of expenditure met from fees.	Cost per scholar.
					Public funds.	Fees.	Other sources.	Total.		
					Rs.	Rs.	Rs.	Rs.		Rs.
State.	Muir Central, Allahabad ...	195	253	282	51,479	14,817	...	66,296	22	340
	Queen's, Benares ...	157	174	188	41,027	8,873	953	50,853	17	324
	College Department, Fyzabad.	31	40	38	4,505	1,664	...	6,169	27	199
Aided.	Agra	194	208	236	8,250	10,173	16,971	35,394	29	182
	Canning, Lucknow ...	258	265	227	24,050	8,731	30,737	63,518	14	246
	Muhammadan Anglo-Oriental, Aligarh.	114	145	96	10,800	8,259	14,514	33,573	25	295
	Bareilly	123	114	94	8,832	5,000	1,351	15,183	33	123
	Meerut	63	69	...	6,784	3,699	31,30	13,613	27	216
	Christ Church, Cawnpore...	36	16	...	1,200	1,386	8,724	11,310	12	314
Unaided Colleges or departments.	St. John's, Agra	97	108	56	...	3,029	18,094	21,123	14	218
	St. George's, Mussoorie ...	12	25	12	...	2,933	...	2,933	100	244
	St. Peter's, Agra ...	8	33	5	...	420	...	420	100	53
	Christian, Lucknow ...	21	16	43	...	567	10,664	11,231	5	535
	Woman's, Lucknow ...	13	11	...	...	462	2,700	3,162	15	243
	Ramsay, Almora ...	7	8	...	...	198	552	750	26	107
	Kayasth Pathshala, Allahabad.	73	21	...	...	1,870	5,923	7,793	24	107
	London Mission, Benares ...	...	...	25	...	...	...	...	...	...
	Total ...	1,402	1,506	1,302	1,56,927	72,081	1,14,313	3,43,321	21	245
	Total ... for 1895-96	...	...	...	1,40,739	71,559	1,14,153	3,26,451	22	217
	Total ... „ 1891-92	...	...	...	1,02,844	46,000	86,286	2,35,130	20	181

24. The average enrolment shows the continued effect of the enhancement of fees in Government and aided colleges. Of the total decrease, which amounts to 104 for the year, the two European institutions, St. George's, Mussoorie, and St. Peter's, Agra, which are in no wise affected by the new fee regulations, account for 38; so that the reduction among students at other colleges, who are, generally speaking, Indians, is 66. In unaided colleges, other than the two maintained for the education of Europeans, the enrolment has increased by 47 during the year. In them an opportunity for cheap education is afforded to those who lack either the means or the will to pay the higher rates prescribed elsewhere. It is impossible to say whether the falling off in numbers here noticed will be permanent; but generally the Principals

of the larger colleges incline to the belief that the enrolment will again rise as soon as it is evident that Government has finally made up its mind not to relax the rules.

Compared with 1892, there is an increase of 100 students in the average enrolment; in the institutions used by natives the increase amounts to 97, of whom 87 are accounted for by unaided colleges.

25. There has been a steady increase in the expenditure under all heads. In the Government colleges the expenditure varies from year to year in accordance, amongst other things, with the number of Professors and their pay, which depends on their seniority in the service. The increase in the Muir Central College during the last year is thus accounted for by the appointment of a second Science Professor in the Indian Service, and by the higher pay to which Professor Cox became entitled. The expenditure from public funds in this college in the year 1891-92 amounted to only Rs. 28,010; but this was due to the absence of the Principal on furlough during the greater part of the year, and of one of the Professors for the remainder. Only two years before the amount so expended was Rs. 47,703, and two years after it rose to Rs. 51,551, which is higher than the expenditure from the same source during the year under report. Formerly, too, there were no special grants for the Science laboratories. Last year these grants amounted to Rs. 8,800.

The increase in the pay of the Principal and a Professor has added to the expenditure on Queen's College, Benares. The expenditure on this College will probably decrease next year.

The College Department, Fyzabad, has increased its expenditure by Rs. 1,608; this is due to the fact that during the years 1891-92 and 1895-96 no local allowance was paid to the Principal. During the year 1896-97 the Principal's allowances in arrears were paid up.

It should not be overlooked that the exchange compensation allowance has contributed to the increased cost of Government institutions.

The decrease in the expenditure on the Bareilly college is accounted for by the fact that Mr. Nesbitt's death, which occurred just before the vacation, left the college without a Principal until the beginning of the following session; in addition, there were no salaries payable on account of the English and Mathematical Professorships for some months in the year. It appears also that in former years it has been the custom, though a manifestly erroneous one, to include the purchase of investments in the expenditure instead of in the savings of the college. At Meerut increased expenditure was incurred by the appointment of a European Professor. The consequent deficit in the college accounts, which it is expected may be of only a temporary nature, has been met by an increase of Rs. 1,400 to the Government grant-in-aid, which will be gradually extinguished by equal reductions spread over four years.

Amongst Government and aided institutions the Bareilly College is conspicuous for the small cost at which it has been carried on, and, in relation to this, for the large proportion of the charges met by the fees; but as has been mentioned, there are special circumstances in the year's record to account for this. Next to this the Agra College appears to be the most economically managed.

The cost per scholar is particularly high in the Government colleges at Allahabad and Benares, and the only way in which it is desirable to decrease it is by an increase in the number of students. But there is little likelihood of this in Allahabad, owing to local conditions which will be noticed hereafter. The average cost per scholar shows a substantial rise both over the year 1891-92 and over last year; to be accounted for by the greater expenditure on the equipment and maintenance of colleges, and also in a measure by the reduced numbers.

Expenditure on establishment and contingencies of colleges, exclusive of scholarships, and of Law and Oriental Departments.

	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
From—						
Provincial Revenues... ...	93,102	1,07,107	1,28,785	1,31,643	1,32,577	1,46,820
Local Funds	3,822	4,088	4,066	3,199	2,730	4,480
Municipal Funds	5,920	5,140	4,872	5,332	5,432	5,627
Fees	46,000	57,903	59,055	67,082	71,559	72,081
Other sources	86,286	87,281	97,928	1,08,752	1,14,153	1,14,313
Total ...	2,35,130	2,61,519	2,94,706	3,16,008	3,26,451	3,43,321

The accompanying table shows the growth of the expenditure on colleges for the last six years from the various sources indicated; the sum of the first three items gives the total expenditure from public funds shown in paragraph 23. It is only necessary to add here that the increase in the total expenditure at Fyzabad already noticed fell upon local funds, and accounts for the rise shown in this item for the year 1896-97. It may be noted that nearly 35 per cent. of the increased expenditure during the last five years is due to the five new colleges which have been established during this period. For the rest, the higher fees exacted give the students a new claim to have their educational needs regarded not more grudgingly than before; while at the same time the ever-increasing expenditure on the improvement of the colleges affords an additional justification of the measures adopted by Government to gradually raise the rates of fees.

26. There is this year an increase of only Rs. 522 in the fees collected; but they have increased over 56 per cent. since the year 1891-92. The two European institutions return a smaller fee income, the difference being Rs. 1,337. Thus in the colleges for natives the fee income has increased by Rs. 1,859 during the year. The average annual fee for natives is Rs. 29 per annum in unaided, Rs. 47 in aided, and Rs. 66 in Government colleges; and the highest of these can scarcely be considered an exorbitant amount to pay for an university education, which it costs five times as much to provide, and which even as an investment is almost sure to yield several hundred-fold to any capable and industrious student.

The M. A. and D. Sc. Examinations.

27. The number of M.A. candidates at the examination held in March 1897 was 26, of whom 16 passed. One candidate appeared at the first D. Sc. Examination, and also passed. Thus there were in all 27 post-graduate candidates, of whom 17 passed. The numbers for this examination are never large; but until the present year there has been an increase every year, as will be seen from the annexed table. Anxiety to get as quickly as possible into Government service tends to keep the post-graduate classes small; but there are now many more applicants for appointment than can be at once employed, and students will soon find that they cannot better occupy themselves in the interval than by going on with their studies, and obtaining the higher degree which will give them an advantage over other competitors for employment.

The following table exhibits the results of the last examination, college by college, in the various subjects, with the figures for the whole province each year from 1892, for the sake of comparison.

M.A. and D. Sc. Examinations.

College.	Number of candidates.	Number passed	Subjects of examination.																	
			English.		Persian.		Sanskrit.		Mathematics.		Chemistry.		Physics.		History.		Philosophy.		Arabic.	
			Number of candidates.	Number passed	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir College* ...	12	9	8	5	1	1	...	...	1	1	1	1	1	1	...	...	...	...	...	...
Agra „ ...	6	4	4	3	...	...	...	...	1	..	...	...	...	...	1	1	...	...	...	...
St. John's „ ...	5	2	3	1	...	...	1	...	1	1	...	...	...	...	...	...	...	...	...	...
Canning „ ...	2	1	...	...	...	...	...	...	...	...	...	...	2	1	...	...	...	...	...	...
Private candidates	2	1	1	1	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Total for 1897 ...	27	17	16	10	1	1	1	...	3	2	1	1	4	2	1	1	...	...	...	...
„ „ 1896 ...	39	22	27	15	2	2	1	...	1	1	2	2	3	2	...	...	3	...	...	...
„ „ 1895 ...	38	27	29	19	2	2	...	...	1	1	2	2	1	1	...	...	2	1	1	1
„ „ 1894 ...	37	26	26	17	1	1	1	1	3	3	2	2	1	1	1	...	2	1	...	...
„ „ 1893 ...	28	20	18	11	1	1	1	...	1	1	2	2	4	4	...	...	...	..	1	1
„ „ 1892 ...	25	19	18	14	...	...	2	2	1	...	3	2	1	1	...	...	...	...	...	...

* Including one first D. Sc., candidate who passed in Mathematics.

The majority of the candidates have throughout taken English, being no doubt impelled thereto by a desire to obtain a better command of a language which will be of the greatest practical use to them in after life.

There were no candidates from Queen's College, Benares, or from the Muhammadan Anglo-Oriental College, Aligarh, this year.

From the Muir College nine passed out of 12, including the D. Sc. candidate.

From the Agra College four passed out of six; one of the others who had taken up Mathematics as his subject, was too occupied in preparing for the Rurki Entrance Examination to give sufficient time to his M.A. studies.

From St. John's College, Agra, an unaided institution, two candidates passed out of five, one of whom stood second in English, and the other was the only candidate who passed in Mathematics.

Canning College was represented by two candidates who took up Physics, one of them proving successful.

28. Notwithstanding the natural sentiment in favour of the study of Sanskrit among Hindus, it is one of the least popular subjects in all University examinations; and the cause is to be found in its difficulty in comparison with alternative subjects, more particularly Persian. In addition, the study of Sanskrit is placed under a disadvantage by the fact that the court language is Urdu, and that hence the study of Persian is practically much more important to any one, especially to all those who wish to enter the legal profession or the Executive or Judicial service of Government, than the study of Sanskrit. A competent knowledge of Urdu, which is largely Persian, is in fact indispensable to practical men in all departments of life; a knowledge of Sanskrit is not. Under these circumstances, therefore, and with complete liberty in the choice of studies allowed by the University, it is inevitable that very few should be found willing to devote themselves to the much more difficult language, which is also of less use to them in the battle of life. None the less is the result to be regretted, and anything that can be done to encourage the study of the classical language of the land deserves favourable consideration. In order to make the subject more attractive to college students at Benares, arrangements have been made to entrust Mr. Venis with part of the work of the M.A. class. I am of opinion that if he and Mahamahopadhyaya Pandit Aditya Ram Bhattacharya, of the Muir Central College, could train graduates for Sanskrit teacherships in District Schools, we should be likely to have the language taught in a more thorough and energetic way from the beginning, so that a better foundation would be laid, and scholars might be inclined to keep up this study after joining a college, more frequently than they do at present. But such a step would involve provision for Sanskrit teachers being more highly paid than at present. In fact the mere prospect of thus finding employment as teachers of Sanskrit in Government and aided schools would in itself be enough to turn the balance in favour of a study to which racial and religious sentiments already give some natural inclination.

I had occasion to ask Dr. Thibaut, as Superintendent of Sanskrit studies, to report on the Sanskrit teaching in one of the District High Schools, and on the qualifications of the Pandit, with regard to which I had received many complaints. To ascertain the qualifications of the Pandit he thought it needful to require him to undergo a kind of examination, which took the form principally of translation, both *vivâ voce* and in writing, from Hindi into Sanskrit. The capacity of doing this with a fair amount of ease and correctness may, Dr. Thibaut thinks, be taken as the best test of a teacher's fitness to be employed in the higher classes of a District School, since students going up for the Entrance examination ought certainly to be able to translate easy passages of English or Hindi into Sanskrit, without making numerous bad grammatical mistakes. As the result of the test, the Pandit, who has received the training of an ordinary second or third class Pandit, did his translations fairly rapidly; but his Sanskrit was neither idiomatic nor by any means free from grammatical blunders; some of the mistakes made by him were in fact reported as very bad. Dr. Thibaut, however, takes occasion to remark at the same time that if the Pandits of the other District Schools were submitted to the same examination, some of them at any rate would probably not be more successful than the Pandit in question. This case and the opinion of so capable a scholar and so judicious an authority as Dr. Thibaut upon it go far to indicate the weak point about the arrangements and provision made for teaching Sanskrit in the District High Schools of these provinces. Bad teaching by imperfectly qualified Pandits would be enough to make the subject unpopular, even if there were no other difficulties in the way of its popularity. Accuracy in Sanskrit composition seems to be a point in which most Pandits are very deficient, and, without it, it is perfectly hopeless to expect a good grounding in the language on the part of their pupils. The evil is one which is likely to go from bad to worse, unless definite steps are taken to remedy it. And such steps can best be taken in the colleges, especially at Benares; openings for well qualified Sanskrit teachers being found in the English schools of the provinces.

The study of Arabic is neglected far more than that of Sanskrit; and it might perhaps be encouraged among under-graduates by the adoption of similar measures. The present teachers may know their language sufficiently: but school boys are quick at finding out their defects in imparting their knowledge and in maintaining discipline; and they feel that these subjects are on a different footing from the rest of the curriculum.

29. *B. A. and B. Sc. Examinations.*

Name of College.	1897. Candidates. B. A. A. Course.	B. A. B. Course.	B. Sc.	Total.	Passed in A. Course in Divisions I.	A. Course in Divisions II and III.	Passed in B. Course in Divisions I.	B. Course in Divisions II and III.	Passed B. Sc. in Divisions I.	B. Sc. in Divisions II and III.	Total passed.	1896. Candidates.	Passed.	1892. Candidates.	Passed.
Muir, Allahabad ...	38	18	4	60	2	21	1	9	...	3	36	45	21	59	31
Queen's, Benares ...	27	7	...	34	...	20	...	2	...	...	22	33	15	27	10
Agra ...	32	4	2	38	...	15	...	...	...	2	17	43	26	42	26
St. John's, Agra ...	18	...	...	18	...	8	...	...	...	...	8	8	8	...	...
M. A O. Aligarh ...	30	...	...	30	...	10	...	...	...	...	10	33	19	12	9
Bareilly	21	1	...	22	...	10	...	1	...	...	11	19	5	16	12
Canning, Lucknow ..	54	1	2	57	...	30	...	...	...	2	32	54	23	52	19
Christian, ditto ...	1	...	...	1	...	...	...	...	...	...	...	3	2	...	...
Woman's, ditto ...	2	...	...	2	...	1	...	...	...	...	1	1	1	...	...
Meerut ...	7	...	...	7	...	1	...	...	...	...	1	12	8	...	...
London Mission, Benares,	...	...	...	..	...	...	...	...	..	...	...	...	...	6	2
Total for 1897 ...	230	31	8	269	2	116	1	12	...	7	138	251	123	214	109
Total for 1896 ...	187	64	...	251	1	88	2	32	...	...	123	...	...	...	...
„ „ 1895 ...	212	58	...	270	10	148	4	23	...	...	185	...	...	...	...
„ „ 1894 ...	173	46	...	219	12	106	2	28	...	...	148	...	...	...	...
„ „ 1893 ...	184	43	...	227	5	102	3	23	...	...	133	...	...	...	...
„ „ 1892 ...	178	36	...	214	6	85	2	16	...	...	109	...	...	...	...

This is the first year in which an examination has been held for the degree of Bachelor of Science by the University of Allahabad. There were eight candidates, of whom seven were successful, *viz.*, three out of four from the Muir College, and two each from the Agra College and Canning College, Lucknow. Three of the eight candidates appeared also for the B. A. Examination.

Taking the numbers for the B. A. and B. Sc. together, it appears that the total number of candidates from colleges in these provinces examined for the Bachelor's degree has risen from 214 in 1892 and 251 in 1896, to 269, this being the greatest number in any year with the exception of 1895, when there were 270. The number of passes shows an increase from 109 in 1892, and 123 in 1896, to 138 for the present year. The percentage of successful candidates also shows a slight increase, from 49 to 51. The colleges represented by the largest number of candidates are the Muir College with 60 and the Canning College with 57; the numbers passed being 36 and 32 respectively. The Muir College has the credit of obtaining the only three places gained in the first division. The Canning College shows the largest number of candidates and of passes in the A course. The highest percentage of success is won by Queen's College, where the improvement on last year's results is very marked. On the other hand, the Meerut College has conspicuously failed to maintain the success with which it started last year. This is attributed to the weak material of which the class was composed. The failures, however, are chiefly accounted for by the unfavourable results in Philosophy, which similarly affected other colleges. The Bareilly College shows considerable improvement. The Agra College was less successful than usual. The Principal says in his report: "Changing teachers in the middle of a session is always a disadvantage, and it is the chief, if not the only cause of our comparative failure;" and the Muhammadan Anglo-Oriental College has been similarly unfortunate. The success of a candidate from the Woman's College, Lucknow, shows that that institution continues to do good educational work.

College.	Number of failures in English.	Philosophy.	Second language, History or Mathematics.	Physical Science and additional Mathematics.	Mathematics.	Physics.	Chemistry.	Aggregate.
Muir, Allahabad ...	14	10	2	...	5	2	...	12
Queen's, Benares ...	8	2	2	...	3	...	...	7
Agra	13	13	2	1	4	...	1	15
St. John's, Agra ...	4	8	2	...	...	...	...	4
Muhammadan Anglo-Oriental, Aligarh.	18	11	2	...	...	...	...	8
Bareilly ...	6	10	2	...	...	...	...	7
Canning, Lucknow ...	20	15	...	...	...	...	...	17
Christian, ditto ...	1	...	...	...	...	...	...	1
Woman's, ditto ...	...	1	...	...	...	...	...	...
Meerut ...	2	4	1	...	...	...	...	5
Total ...	86	74	13	1	12	2	1	76

The preceding table exhibits the number of failures in the various subjects at the B.A. examination. There were no failures in any subject among the candidates who took the B. Sc. examination, but one of the candidates who entered for it was absent.

The greatest number of failures occurs in English. Further, there has been a marked increase in the number who have failed in this subject during the last three years, the figures for the successive years being 40, 69, 86, and the corresponding percentages 15, 27 and 33. Changes in the standard of difficulty in examinations may be either fitful fluctuations due to changes in the difficulty of the questions and in the style of marking adopted by examiners in different years, or they may be the result of the deliberate action of the University in raising the standard of its requirements, where this seems called for. In the former case only is the want of uniformity generally open to serious objection. In the case of English, it was almost universally acknowledged two years ago that the time had come for requiring higher attainments on the part of our graduates. Accordingly the Regulations were revised, and provision was made for the introduction into the question papers of passages not taken from the prescribed text-books. The examination has therefore been more thorough as a test of knowledge of the English language, and no blame attaches to the University for the consequent increase in the number of failures, which was indeed to be anticipated at the time the change was made. Good work in the colleges will, it is hoped, reduce the number as time goes on, and they are able to work up to the new standards. One examiner notices the tendency among candidates to send up essays distinguished merely for their length, apparently in the belief that mere quantity will obtain marks from an examiner, irrespective of any evidence of thought or of careful composition. This is a tendency that we must look to college lecturers to correct. Philosophy ranks next as contributing to the failure of candidates. The standard in this subject was raised somewhat suddenly last year, and the same high standard seems to have been maintained this year also. This change was not due to any alteration of the regulations governing the examination; but it was in accord with the general opinion which had found expression in the meetings of the Syndicate, that the examination in this subject was altogether too easy. The failures amount to under one-third of the candidates who appeared in this subject; and it may well be doubted whether much more than two-thirds of our students are capable of acquitting themselves satisfactorily in a searching paper on Philosophy, worthy to be set at an examination for a degree; and the standard, as judged by the proportion of failures, is probably not higher than that of other Indian Universities. On the whole the change of standard in this subject appears to be an improvement, and a sudden return to the lower standard practically in force in previous years should be deprecated in the interests of sound study.

The next column gives the failures in Second Language, History and Mathematics. These are classed together because they are the alternatives from among which students are allowed to make choice of the third subject which the University requires them to study for the A. Course. The results show that this third subject has been becoming distinctly easier during the last three years, the numbers failing from colleges in these provinces in successive years having been 52 in 1895, 19 in 1896, and only 13 in 1897. The failures in Mathematics included in this number in 1897 were none, simply because not a single A. Course student from these provinces appeared for it. This is due to the fact that the course of reading for this year's examination was very largely increased; whence it is clear that the Syndicate, in its laudable desire to raise the standard, had gone, if not too far, at least too fast. This has now been recognised, and steps are being taken to rectify the error. To make the course of reading in any subject so high or so hard that not a single candidate will take it as an optional subject, is not to promote, but to kill, the study of it in the University. The same advanced course in Mathematics was prescribed for the B. Course and for the B. Sc. examination; and the falling off of the number of B. Course students is to be ascribed to the same cause. Last year they numbered 64, while this year there are only 31. Of these, 15 were failures of the previous year, and as such were allowed to go in for the supplementary examination, and therefore took the old course in Mathematics, leaving 16 B. Course candidates for the new course. Of the 8 B. Sc. candidates, three are included in these 16, as having entered for both examinations. Thus altogether there were only 21 who entered for the new course in Mathematics. Of these, two were absent from the examination, which was therefore taken by 19 candidates only. Yet out of these, the select few whose special ability and taste led them to venture on the advanced course, seven, or 37 per cent., failed. The other five failures shown in the Mathematical column occurred among the 15 who appeared at the supplementary examination. The results were especially disastrous in the case of the Muir Central College, from which seven candidates tried the papers in the new Mathematical course, and only two succeeded in passing. This is in itself enough to show that something is wrong either in the course prescribed or in the method of examining. The results at Queen's College were rather better, two passing out of five; from the Agra College

one passed out of five, and both of the two candidates from Canning College succeeded in passing. One of the examiners, in discussing the results, remarks that very few of those who sent in papers seem to have a thorough grasp of the subject; and that this fact indicates the wisdom of the recent shortening of the course. As might have been expected, the prescribing of a very extensive course of study, beyond the power of students to master, has practically resulted, not in a thorough grasp of the subject, but in the encouragement of cram.

This year about two-thirds of the A. Course students, who were thus practically excluded from taking Mathematics, took as their third subject Persian, reputed an easy way of compassing a degree; about a half of the remainder took History, also an easy subject. Nearly all the rest took Sanskrit, only four entering for Arabic.

The examiner in History reports as follows regarding the examination in Temple's Life of James Thomason:—A striking example of the tendency of our students to adhere fondly to their text-books was afforded by the answers given to the question asking them to explain the nature of a village community. The candidates generally must be so familiar with this institution, that they ought to be able to describe its constitution and methods of working without any help from Temple. But their answers were merely stereotyped reproductions of his desultory remarks on the subject; not a single original sentence in amplification of the text-book was attempted. So far from being capable of original research, it would seem that our B.A. students have not yet reached the stage of original thought, or even of original observation.

30. *Intermediate Examination.*

College.	1897.										1896.		1892.	
	Candidates.			Passed in A. Course in Divisions			Passed in B. Course in Divisions							
	Course		Total.							Total.	Candidates.	Passed.	Candidates.	Passed.
	A.	B.		I.	II.	III.	I.	II.	III.					
Muir, Allahabad	26	30	56	...	2	11	...	1	12	26	67	37	87	22
Queen's, Benares	25	25	50	...	1	15	...	7	7	30	60	25	85	20
Fyzabad	7	12	19	...	1	4	...	2	5	12	24	5	24	9
Agra	44	15	59	...	1	14	...	...	3	18	68	28	75	35
St. John's, Agra	....	14	14	...	...	...	...	4	3	7	44	23	24	4
St. Peter's, do.	6	2	8	...	...	2	...	...	...	2	32	7	...	...
Muhammadan Anglo-Oriental, Aligarh.	69	1	70	1	4	15	...	...	...	20	81	26	34	16
Bareilly	35	17	52	...	2	12	...	4	6	24	48	13	48	15
Christ Church, Cawnpore ...	3	6	9	...	...	2	...	...	6	8	9	6	...	...
Canning, Lucknow	49	29	78	...	6	12	1	1	7	27	93	44	80	24
Christian, ditto	4	4	8	...	...	1	...	...	1	2	8	3	35	5
Woman's, ditto	2	2	4	...	1	1	...	1	...	3	3	1	...	...
Meerut	21	13	34	...	2	11	1	2	7	23	37	17	...	...
Ramsay, Almora	2	2	4	...	...	2	...	...	...	2	6	2	...	...
St. George's, Mussoorie ...	26	...	26	...	3	3	...	...	...	6	1	1	2	1
Philander-Smith, Mussoorie ...	2	...	2	1	1	...	...	...	...	2	...	...	1	1
Girls' High School, Allahabad ...	1	1	2	...	...	...	...	1	...	1	...	...	...	...
Kayasth Patshala, Allahabad ...	29	22	51	...	1	8	...	2	4	15	...	...	...	...
London Mission, Benares ...	...	...	...	...	...	...	..	...	...	...	...	...	15	4
Total for 1897 ...	351	195	546	2	25	113	2	25	61	228	581	238	510	156
„ 1896 ...	377	204	581	2	34	111	3	20	68	238	...	...	...	...
„ 1895 ...	386	211	597	1	34	90	7	26	51	209	...	...	...	...
„ 1894 ...	374	129	503	1	29	117	6	19	43	215	...	...	...	...
„ 1893 ...	463	78	541	7	68	142	10	26	15	268	...	...	...	...
„ 1892 ...	510	...	510	6	45	105	...	...	...	156	...	...	...	...

NOTE.—The Philander-Smith Institute, Mussoorie, and the Girls' High School, Allahabad, are not classed as Colleges, their College Departments not being independently or completely organised.

The above table shows the number who appeared and passed from each college in the Intermediate Examination, which is taken two years prior to the degree examination. There are two courses, the A. Course, chiefly literary, and the B. Course for those whose tastes incline to Science. The largest number of candidates appeared from the Canning College, as last year, though the number is lower; then two other aided colleges, the Muhammadan Anglo-Oriental and the Agra College, in the same order as last year, but again with diminished numbers. Increase is mainly shown in the case of St. George's, Mussoorie, a college for Europeans, and the Kayasth Pathshala, Allahabad, an unaided institution, which this year for the first time presented candidates at the Intermediate Examination, and owes its popularity largely to its low rates of fees. On the whole there has been a decline of 35 compared with last year, the total being just equal to the average of the previous five years. In the

A. Course by far the largest number appear from the Muhammadan College ; in the B. Course the Muir College heads the list. In the A. Course 40 per cent. passed ; 45 per cent. in the B. Course, and 42 per cent. on the total. In the A. Course the percentage of success is best at Fyzabad, Benares, Meerut, and the Muir College, in the order in which they are named. In St. George's and the Muhammadan Colleges but poor success was attained. In the B. Course, Meerut, Bareilly, Fyzabad and Benares have done very well, while the Agra College and the Kayasth Pathshala have been the least successful. On the totals, Meerut, Fyzabad and Benares come out best among the larger colleges, and the Muhammadan and St. George's worst. The Muhammadan College has, however, the credit of gaining a first class in the A. Course ; and the Meerut and Canning Colleges each obtain one first division in the B. Course, the former securing the highest place. The greatest increase since 1892 is shown by the Muhammadan college; in other colleges, where there has been much change, there has been a decrease.

The Principal of the Kayasth Pathshala remarks that the main cause of the large number of failures from that institution, in this the first year of its sending up students to the examination, is that the second year class was composed for the most part of students who had failed in the Intermediate Examination once or twice, and were very deficient in almost all branches of study ; the low fee rate appearing to have attracted a very large number of the refuse of other colleges. This was to be expected when the institution made itself a refuge for the destitute, who were excluded from other colleges. Coming to the smaller colleges, the results in the case of Christ Church, Cawnpore, are particularly creditable, eight out of the nine candidates presented being successful, including all the six B. Course candidates.

The most important new colleges preparing for this examination since 1892 are Christ Church, Cawnpore, the Meerut College, the Kayasth Pathshala, and the Woman's College, Lucknow.

College.	Number of failures.						
	English.	Arithmetic, Algebra and Geometry.	Deductive Logic.	Classical language.	History or Trigonometry and Geometrical Conic Sections.	Physics and Chemistry.	Aggregate.
Muir, Allahabad	24	4	11	2	11	8	28
Queen's, Benares	9	7	3	2	12	4	15
Fyzabad	2	2	3	1	5	2	7
Agra	30	10	18	4	18	4	38
St. John's, Agra	3	1	...	...	2	2	3
St. Peter's, do.	4	3	3	...	4	1	6
Muhammadan Anglo-Oriental, Aligarh,	38	18	14	1	14	1	44
Bareilly	21	4	3	...	14	...	20
Christ Church, Cawnpore	1	...	1	...	...	...	1
Canning, Lucknow	39	8	16	5	23	11	45
Christian, ditto	6	...	...	...	3	1	6
Woman's, ditto	...	...	...	...	1	...	...
Meerut	5	2	2	...	5	1	9
Ramsay, Almora	1	1	...	...	1	1	2
St. George's, Mussoorie	11	4	15	1	5	...	16
Philander-Smith, Mussoorie ...	...	...	...	...	...	...	...
Girls' High School, Allahabad ...	...	...	...	1	...	...	...
Kayasth Pathshala, ditto ...	21	11	19	2	20	9	33
Total ...	215	75	108	19	138	45	273

The number of failures in English shows a great decrease during the last three years, being in successive years 341, 265 and 215. This may be taken as evidence of improved work in this subject, for if the standard has been changed at all, it has been raised rather than lowered. It is in this subject that Queen's College, Benares, shows the greatest improvement on the results reported last year. The examination in Logic shows signs of becoming more difficult from year to year.

One of the English examiners writes that where answers were expected in the students' own words, the tendency was to write down *verbatim* passages from the text-book that happened to be in any way suggested by the question, whether they were really connected with it or not, and to throw upon the examiner the *onus* of selecting from among this material whatever suited him. "There were very few attempts at originality of expression." And again, "the net result of the examination to myself is to confirm me in the opinion that if such questions were put as could not possibly be answered by passages from the book or explanatory notes committed to memory, the elimination of all candidates who have merely a *quasi* knowledge of English would be thorough and complete." Something more than a parrot-like repetition of text-books should be expected and required from under-graduates of a

University. Very few of those who were examined in Sanskrit showed any signs of scholarship, as a supplement to their knowledge of the text-books.

GOVERNMENT COLLEGES.

31. *Muir Central College, Allahabad.*—The following extracts are taken from the Principal's annual report:—

"What here immediately calls for remark is the very considerable falling off during the year under report of the numbers in the lower classes, especially the first year class. The sudden fall from 59 students in that class in the session 1895-96 to 29 during the last session is startling, and from some points of view much to be regretted.

"In the course of the last four or five years the Principal had repeatedly seen reason to complain of the excessive numbers in the lower classes, excessive at any rate if viewed with reference to the strength of the teaching staff. Now all at once the numbers in the first year class have sunk so low as seriously to impair the chances of thie college rendering, for some time to come, to the cause of higher education in these provnnces those services which are expected from it. The causes of this sudden decli e are not indeed difficult to trace, and have to some extent been referred to by me in last year's report already, although I did not then anticipate the extent to which they would operate. There is in the first place the fact that the establishment of new colleges in different parts of the province tends to retain near their homes numbers of students who otherwise would most probably have resorted to the Muir Central College. At present we cannot, *e.g.*, expect any students to join from the Meerut Division, and the setting up of a college affiliated up to the B. A. examination at Cawnpore deprives the Muir College even of a certain number of men from the Allahabad Division itself. It may in fact be anticipated that until circumstances change again in some way or other, the Muir Central College will have to look for its supply of students almost exclusively to the schools of Allahabad itself. That those schools have not of recent years been particularly efficient is generally known and has been specially referred to by the Director of Public Instruction in his last annual report. And, moreover, the most efficient one among these schools, *viz.*, the Kayasth Pathshala, serves at present as the feeder of a separate college, the fees charged in which are about half, I think, of those levied in the Muir Central College. The establishment at Allahabad of a second college, not bound to any definite rate of fees and provided with a staff quite competent to teach up to the Intermediate Examination, is of course the chief reason for the sudden fall by 50 per cent. in the numbers of our first year class. A special additional reason I suppose to have been the particularly bad result achieved by the schools of Allahabad in the Entrance examination of 1896. Even more regrettable than the small number of students in our last first year class is the general inferiority of their qualifications. The class does not contain a single first divisioner; the majority in fact are third divisioners. The consequences of the first year class being so small and poor in quality will of course be felt for a considerable time. For a number of years the abilities of the higher teaching staff will, comparatively speaking, be wasted, and the college will not be capable of showing good results in the higher examinations."

I am glad to be able to state that the recruitment for the new first year class in this College shows a satisfactory increase.

"The results in the B.A. and M.A. examinations were satisfactory on the whole. In the M.A. examination two students of the Muir Central College stand high in the general list, and two of the B.A. candidates passed in the first division, one of them taking honours in English. It is satisfactory to observe that the students who had taken up History and Political Economy for the B.A. Examination, did well in the examination. These important subjects are at present taught regularly and with great zeal by Mr. Jennings, in addition to his English lectures.

"Among the B. Course students one passed in the first division; two of those who had taken up English in addition to Mathematics and two Science subjects succeeded in passing in all four subjects which, under the present regulations, entitles them to claim the degree of Bachelor of Arts in addition to that of Bachelor of Science. The taking up of four subjects instead of three is of course not conducive to thoroughness in any particular branch. Students who take interest in Science, but at the same time do not wish to lose the chance of practising later on in the High Court, will, as a rule, do well to confine themselves to those Science subjects which can be taken up under the regulations for the B.A. degree.

"The results in the Intermediate examination were unsatisfactory, the percentage of passes not being high, and no student passing with distinction."

The following is from Professor Murray's report on the working of the Physical Science classes:—

"Besides increased accommodation, we are in great need of a larger stock of apparatus. We have now one set of apparatus for nearly all the experiments prescribed in the various practical courses. But one set is in many cases not enough. With

only one set it is found that not more than three students can proceed with an experiment, whereas it is, as a rule, desirable that the whole class should be able to go on with the same experiment at the same time. Where this is not possible, and where only two or three can immediately proceed to perform an experiment, the details of which have just been given in lecture, those of the class who have to wait their turn to perform the experiment, have as a rule lost a good deal of their interest in it or forgotten the important points by the time their turn comes. Consequently the details have to be gone over again with each two or three of the class, as their turn comes, and much time and efficiency is lost. One set of apparatus is enough for some of the more elaborate experiments; but in the more elementary and fundamental experiments as many as ten sets would be required. This need is especially felt in conducting the practical examinations of the University. For it is evident that where only one candidate can be set to perform any given experiment which of course all must do, distracting delay is inevitable, and the examination is enormously protracted. It will thus be seen that for properly conducting the University examinations an adequate supply of apparatus is just as necessary as sufficient accommodation. Both are urgently required.

"The year just finished was the first in which a specific sum was allotted to the College Laboratory. Rupees 8,800 in all was received. The half of this was devoted to the Physical Laboratory. The low state to which the Physical Laboratory had been reduced will appear from the fact that over Rs. 1,000 of this had to be paid out at once to clear off outstanding debts. A few of the more urgently required pieces of apparatus were also purchased, and it would have been easy to spend the whole twice over in purchasing things that we sorely need.

"It seemed to me undesirable, however, to spend the money in this way. I thought it best to spend the greater part (Rs. 2,800) in providing a number of standards of various kinds, which though not directly useful for the practical work of the Laboratory, are of supreme importance in many other ways. Accurate standards of length, certificated electrical standards and dividing engines for straight lines and circles were obtained. It is unnecessary to point out how all important such standards are in a Physical Laboratory. We have about nine metre scales in the Laboratory, no two are exactly alike, and which (if any) is correct it is impossible to say. Similarly the variations in our various measures of resistance one with another are in some cases as much as thirty per cent. of the whole. So with other things. Since accuracy in measurements is the all important thing in Practical Physics, it needs no words of mine to show the need there is for possessing reliable standards to correct our instruments by.

"It may be said that no such extreme accuracy is needed for the practical work in the ordinary B.A. or B. Sc. The last decimal place or two is of no consequence. But all teachers of Physics know that nothing so soon kills the interest in an experiment as the conviction that accurate results are unobtainable by the instruments employed. This is felt even in elementary work, and in the more advanced experiments is peculiarly fatal. A Government institution should have its Laboratory as efficient as it can be made.

"There is a point here, however, which may be overlooked. It is not necessary that all the instruments used should be elaborate and accurate to the last degree. Some Government institutions have aimed at this with doubtful results. If it were necessary the cost of providing the instruments would be almost prohibitive, not to mention the fact that in the hands of the ordinary student the finest and most accurate instrument speedily becomes unreliable. Ordinary instruments, made with ordinary care by a careful workman, are quite sufficient for most purposes provided they give consistent results and can be calibrated and a table of corrections prepared. With such a table of corrections almost any instrument can be used for accurate work. Indeed very few instruments even in the most completely equipped European Laboratories are exactly accurate: almost all have their tables of corrections. If we therefore possess standards for comparison we shall be able to use the most of the instruments we have in the Laboratory for quite accurate work, and others equally serviceable can be made in the workshop. It is here indeed that the chief advantage of a workshop in connection with the Laboratory arises. Quite good instruments can be made in it, and these when carefully standardized, are just as efficient as the most elaborate and accurate instruments which are obtainable only from home firms at an enormous price.

"I thought it best therefore to spend a comparatively large sum in procuring (once for all) a few reliable and accurate standard instruments so that with these I might utilize not only the instruments we possess, but those others also which could be made in the workshop.

"The only difficulty that appears now is that our need is probably more urgent than can be supplied by the workshop within a reasonable time. With the small

staff employed it takes rather a long time to finish an instrument; and though the present staff might serve quite well once we are fairly stocked, it is hardly sufficient to supply our present needs. Some of the things we need, and which in time we could no doubt make, may therefore have to be purchased elsewhere. An extra grant would therefore be required for a year or two for this purpose. Proposals on this point will be submitted later."

The Principal further reports:—"The students have a cricket club, a football club, and a lawn-tennis club, and the majority take a fair amount of interest in these games and in athletic exercises.

"The institution of the annual inter-college tournament has done a good deal to stimulate zeal in this direction, nor must I omit to mention the untiring efforts of Mr. E. G. Hill, our Professor of Chemistry, in the cause of physical education. His help has indeed been quite invaluable. All students contribute a small amount towards the expenses of the different clubs.

"The conduct of the students of the Muir Central College has not, in the year under report, given cause for any serious complaint. Discipline is maintained without much trouble by every competent Professor. There is no arrangement for special moral instruction. I, however, have no doubt that the course in Moral Philosophy which forms part of the literary side of the B. A. Course is not altogether without a salutary practical effect on the minds of our students. At any rate I am inclined to think that it is more effective than direct sermonizing would be.

"There are three debating societies the members of which are students and, to some extent, ex-students, of the Muir Central College.

"The societies hold regular meetings which, as a rule, are well attended. One of the members generally delivers a kind of lecture on some subject or thesis, which is afterwards opposed and criticised by other members. I have repeatedly made attempts to induce the students to select for discussion somewhat special topics, imposing on the lecturers and their chief opponents the obligation to prepare themselves by a course of special reading and study. The general tendency of our students, however, is to take up very wide questions, on which any one present at the debate is capable of offering some extempore observations. The debates cannot therefore, on the whole, be viewed as effective instruments of intellectual improvement. On the other hand, they no doubt help our students to acquire some facility in expressing themselves; and, moreover, offer them an opportunity of meeting together in a friendly way and spending a few leisure hours in a quiet and unobjectionable fashion. The debates are throughout carried on in an orderly and decorous style. Political and religious questions are excluded from discussion.

"The greatest—in fact the only important—change which has taken place in the character of the college during the last five years is the strengthening of the college on the Science side. The college staff at present comprises three European Professors on the Science side against two on the literary side. Considerable sums are being spent on the improvement of the Science laboratories, and the purchase of apparatus and chemicals; more money has been promised by Government for the same purposes, and important and expensive additions will be made to the college building in order to provide better accommodation for Science teaching. That the encouragement of the study of Physical Science is in itself a good thing nobody will be inclined to deny; and it is to be hoped, it may in fact be expected, that in course of years the eminence of the Science staff of the Muir Central College and the superiority of our laboratories and apparatus will attract larger numbers of students to the college than is the case at present. So far, however, hardly any outside students have joined the Muir Central College for the special purpose of studying Science. The general tendency of native students is to join the college closest to their home, provided there be a reasonable chance of their passing the B. A. examination in any branch from that institution. The students of these provinces have not as yet shown signs of any special liking for the study of Science. It will hardly occur to an able student of Rohilkhand, *e. g.*, to join the Muir College for the purpose of reading Science there, as long as he may be prepared in the Bareilly College to pass the B.A. examination with credit on the literary side.

"Some improvement in these matters may be hoped for from time. There is, however, another aspect of the somewhat one-sided strengthening of the Science side in the Muir Central College, to which I wish to draw attention. Five years ago Government were about to appoint a Professor of History in the Muir Central College. The Professorship was actually established in 1892; but again abolished in 1895 already, and a Professor of Chemistry appointed instead. The literary side of the college is thus at present actually considerably weaker than it was three years ago. We have at present two European Professors and one Assistant Professor to do all the teaching in English, Philosophy, History and Political Economy from the first year class up to the M.A. classes. The staff of the Muir Central Col-

lege on the literary side is thus much weaker than that of other colleges—*e. g.*, the Benares College or the Aligarh College; while at the same time equal, or even higher claims, are made upon it. I have pointed out in last year's report already that the Professors on the literary side are barely equal to their work, especially if, as appears in every way desirable, the History and Political Economy classes are to be kept up. That the results in this year's examinations happened to be comparatively satisfactory can hardly be considered a proof of the teaching staff being sufficient, and furnishes no indication of the nature of the results likely to be achieved in future years."

32. *Queen's College, Benares.*—On the 31st December 1896, Mr. C. F. De la Fosse, B.A., Professor of English Literature, Language and Logic, was transferred to Allahabad as Inspector of Schools, 3rd Circle; and Mr. J. W. Bacon, M.A., Head Master of the Collegiate School, officiated for him until the end of the year, owing to the delay in the arrival of the new Professor who had been appointed to the vacancy by the Secretary of State for India. Pandit Vindhya Prasad Sukla, Professor of Sanskrit, retired from service on the 1st August 1896, and was succeeded by Pandit Kesava Sastri, Assistant Professor in the Sanskrit College. The teaching staff of the college is stronger than it was in 1891-92 by the addition of a Professor of Philosophy and a Professor of Science. The total number of scholars at the end of each of the last six years has been 186, 213, 207, 206, 170, 154. The fee rates in the Intermediate classes have been raised from Rs. 3 to Rs. 5 per mensem, and in the Degree classes from Rs. 5 to Rs. 7. This rise has had the effect of keeping the numbers down; but Mr. Wright, the Principal of the College, is of opinion that a re-action will now set in, and that when the students find that the Government is not to be deterred from its purpose of gradually increasing the fees to a proper maximum, they will join the classes in rapidly increasing numbers. There is not here, as there is in Allahabad, a cheap unaided college at hand to carry off the first and second year students, and so long as this remains the case, I think it likely that Mr. Wright's anticipations will be fulfilled.

The expenditure on the establishment and contingencies for the last six years, scholarships being excluded, has been—

	Rs.	Fees. Rs.
1891-92	35,626	7,085
1892-93	40,135	8,075
1893-94	42,252	7,566
1894-95	46,454	8,155
1895-96	47,934	8,642
1896 97	50,853	8,873

The fee income is shown for each year in the last column. The two new professorships already referred to, and the regular increments to the salaries of the members of the graded service, account for the increase in the cost of the college; but a maximum has been reached for the present, and a decrease may now be expected in the natural order of things, the retiring principal being the senior graded officer of the department, and therefore more highly paid than his successor. It is probable that in the course of a few years, when the rate of fees has reached its maximum, there will be a very large increase in the fee-receipts. There were 31 scholarship-holders to 35 in the year 1891-92; but the expenditure under this head fell from Rs. 3,086 to Rs. 1,957. There were five Government scholars drawing Rs. 432 against 13 drawing Rs. 1,664 five years earlier. Thirty candidates out of 50 were successful at the Intermediate examination, a good percentage, and with one exception, *viz.*, in 1894-95, when 32 were successful, the highest number of successful candidates from the college during the last six years. For the B. A. examination 22 were successful out of 34, a much higher number and better percentage than in any previous year of the period under review, as also a better percentage than that attained by any other College this year. These results are most creditable to all concerned, and must be gratifying to Mr. W. H. Wright, as the result of the last year of his connexion with the college. Since the close of the year he has retired from the principalship after a service of 30 years, for the last 9 of which he has been Principal of Queen's College. As an officer he has been noted for the careful attention which he has always paid to accuracy and precision in the minutest details of all work committed to his charge.

Aided Colleges.

33. *Canning College.*—The Principal remarks that—

"The diminution in the number on the rolls in the third year's class must be ascribed to the fact that the rate of fee has been raised. Whether this diminution will be permanent it is impossible to say; but the rate of fee charged is not excessive; and I am inclined to think that when the students and their parents are convinced that the enhanced rates will continue, the B. A. classes will be as fully attended as ever they were. The students know that for certain grades of employment to

which they all aspire, the possession of a university degree is an indispensable condition.

"The B. A. examination of last year in Philosophy was a very severe one, allowing none but the very best students to pass. The special feature of one of the papers was that mere memory work was of no avail, and a comprehensive grasp of the subject was required. This acted as a stimulus to the students of last session, and they supplemented their lecture notes by an extensive course of reading in the Library."

Mr. Pirie says that the course of exercises in translation which he gave to his students in his English classes proved a sort of revelation to him. The amount of English Grammar prescribed by the Department and the University in the Middle and Entrance Examinations is so large that, in Mr. Pirie's opinion, purely grammatical mistakes in English ought to be of rare occurrence among our Intermediate students. And yet most of the mistakes were grammatical, and these of the worst kind; and they appeared with constant iteration in the exercises of the students even of the highest grade. This is evidently the effect of poor work in the schools.

"The lectures on Political Economy appear to suit the taste of our students, for several of the M. A. students asked permission to attend them. This is a new and pleasing feature in them—to seek to attend lectures from mere interest in the subject, without any view to an examination.

"Mr. Cameron points out as one result of our having such large classes, that the individual members of the class cannot receive personal supervision, and they fall into slovenliness in their methods of study. This is true, but we cannot help it, as with our present staff we have the choice of splitting up a large class into sections, or of giving to the class as a whole extra teaching in important subjects. We think the latter preferable. Our students are no longer school-boys and they must learn self-reliance. Mr. Cameron has devoted a great deal of labour and care to their exercises in composition. He finds that the most fruitful source of error is not so much carelessness and ignorance of grammar and idiom as the want of consciousness that words possess each a distinctive value. A complete knowledge of these values is not to be hoped for, but if the students begin to learn that they exist, a great point is gained. What Mr. Cameron refers to is the result of faulty school teaching, where any one of the several meanings of words given in a dictionary is accepted as an explanation."

This fault in school teaching will not be eradicated until we obtain a supply of properly trained teachers.

Babu Sarat Chandra Mukerji, who has taught History to the Intermediate classes, is of opinion that "memory is their strong point, not judgment." This was shown in its worst form in the case of those who failed. It was found that they had not even read their text books, but had merely scampered through small epitomes. Such works as these are the bane of our students.

When students join the college the Persian lecturer finds them deficient in the knowledge of grammar, and in their ability to translate unseen passages from English into Persian and *vice versâ* It is too late for them to learn in a college class the rudiments of grammar and the first principles of translation.

"The workshop has turned out some good work in the course of the year, the principal items being—

a calorimeter,	an ampère stand,
a vibroscope,	a magnetic declinometer.

The last is a very high piece of work, graduated to read to 20 seconds; and could not have been made without the help of the excellent Whitworth lathe we have. Great credit is due for his excellent work to Puncham, the mechanic we employ, who was trained by General Douglas, and who, though he does not speak English, is considered by Mr. Ward to be one of the best educated natives he has ever met. He takes the greatest pride in his work, and frequently makes valuable suggestions.

"Of the older members of the Science classes, Mr. Ward names two who call for mention, Hari Prasad Vidyant, who has just passed out from Rurki at the head of his year, and Bimal Chandra Ghosh, who has gained the Government State scholarship and is now studying in Cambridge. The two were class-fellows in the Canning College for seven years, and then both went to the Muir College for one year, from whence they took their M.A. degree in Mathematics. Both returned to Canning College to work in the laboratory. Later on Bimal Chandra Ghosh was taken on the staff of the Bareilly College, but took every opportunity of coming to our laboratory for more experimental work. He was thus enabled to take his M.A. degree in Physics and was rewarded with the State scholarship.

"Canning College did not join in the inter-college tournament. Some of the students were willing to go, but the others thought the time fixed (January) too close on the time for University examinations, and they could not make up a team."

34. *Agra College*: The Principal writes:—

"It will be noticed that there has been a considerable decrease in the College Department during the last two years. This is due, 1st, to increase of fees, which has induced some students to go to other institutions where lower fees or no fees at all are charged; 2nd, to the strictness of the Entrance examination, so that fewer pupils qualify for the College course; 3rd, to the weakness of our School Department, which does not supply enough recruits to keep up the college; and 4th and chiefly, to the establishment of new colleges which draw off a good many students that would otherwise have come here. However, we still have as many as we can efficiently teach, and when we get settled down to the new rate of fees and the new competition, I see no reason why we should not have 250 students, the utmost number we could take without completely re-organizing the institution.

"The question of fees has been much discussed during the last two years. As I have said before, I do not think the increased rates are beyond the means of the middle classes of the community; and as the fees amount to only 29 per cent. of the expenditure of this extremely economically managed college, it cannot be said that education costs more than the price of producing it. If colleges were well endowed, lower fees would suffice; but we see no great eagerness to endow them. I think those who have risen to affluence largely by reason of the education they have received, might well be expected to provide for the coming generation; but they rather consider themselves injured when reminded of their duty. Men who could easily contribute Rs. 50,000 to the college that educated them, think they have done well when they have given Rs. 50. And if they are so little disposed to pay after they have received their education, the only course is to see that they pay a reasonabl fee before receiving it.

"In 1894 Babu Lachman Swarup, Deputy Collector, who had been a student here, suggested that an Old Students' Fund should be formed by subscriptions from those who had got appointments in the public service or otherwise. The proposal has not been taken up very warmly; but the fund will probably grow. At present it is the wish of the subscribers that their money should be kept separate, as they have not decided whether they will add it to the general endowment of the college or spend it on some special object.

"I have already spoken of the insufficiency of our income, and of some defects due to want of money; but I may now point these out more precisely. 1st. We should be able to pay our staff a good deal better, so that they may not be drawn away just when they have shown themselves really valuable; 2nd. History and Political Economy are now so important in the University scheme of studies that we require a special Professor for these subjects; 3rd. Natural History, especially Botany, should no longer be neglected. There is nothing more necessary for the native mind than a sound training in accurate observation, and no subject can afford this training better than Botany. Besides, in a country where agriculture is the chief industry, it is somewhat remarkable that a knowledge of animal and plant life should be ignored. Had not our system of education been so largely an unintelligent imitation of the system of English public schools, Natural Science could not have been overlooked. 4th. In the School Department we require a master for Drawing and Surveying, both for the teaching of these useful subjects and to prepare candidates who intend to enter the Rurki Civil Engineering College. 5th. We require a teacher of office subjects—book-keeping, type-writing and shorthand, to fit our pupils for office duties, to which many betake themselves. 6th. We require extensive repairs and alterations to our buildings. The rotten thatched and tiled roofs should be replaced by something neater and more substantial. At present the class rooms are all whitewashed; but in place of the dreary uniform white, we should have them painted cheerful colours. This would have an excellent effect both on teachers and pupils; but it might not be possible to show the advantages in a tabular statement. I am aware that these improvements cannot be carried out at once, and indeed this is a specially unfavourable year for bringing them forward. But they should be steadily kept in mind, and then they may be gradually realised.

"We receive from Provincial funds the sum of Rs. 12,000, *viz.*, Rs. 7,000 for the college and Rs. 5,000 for the School Department. But from the Director of Public Instruction's Report for 1894-95, paragraph 38, it will be seen that—

	Rs.
Muir Central College receives	46,558
Queen's College, Benares	37,297
Canning College, Lucknow	20,073
Muhammadan Anglo-Oriental College, Aligarh	9,600
Bareilly College	6,480

The Provincial funds do not seem to be alloted on any definite principle, andit is clear this college is at a great disadvantage. Muir College is intended as a model to the whole provinces, and must be kept at a high degree of efficiency no matter what it costs. But I am not aware of any reason why the other colleges should not all be aided on the same principle and at the same rate. If we received as much as Canning College, not to mention Queen's College, we should be able to do our work more easily and more thoroughly. And a large increase to our income is needed. Our Professors are so poorly paid that they are sure to be drawn away as soon as they prove themselves efficient. We also require an increase to our staff, for at present our work is unreasonably hard. Not only do we not have leisure for original research of any kind: we have not enough time to read up in our special subjects and keep our knowledge full and fresh as it should be for efficient teaching. No doubt the community should do more for the college than they have done, though that is not little; but I think we might receive a more liberal grant-in-aid."

It should be noticed that the Muir Central and Queen's Colleges are Government institutions maintained out of Provincial revenues, while the other colleges have large endowments bringing in a considerable income, such as a Government institution is unlikely to be favoured with. Hence Government colleges naturally cost Government more than aided colleges. But it must be admitted that the grant enjoyed by the Agra College is low in comparison with that of similar aided institutions. In addition to the grant referred to by the Principal, the institution receives an annual grant of Rs. 7,611-11 which was sanctioned by Government in the year 1885, in lieu of the uncertain interest on the College endowment. Though nominally a grant, it represents income derived from College endowments.

"Physical education has been well attended to, and cricket, tennis and foot-ball regularly and keenly played. But there is a tendency to carry these games too far. When young men wander about the country playing cricket matches, they are apt to acquire irregular habits very unfavourable to steady persevering study. And as I believe that in the struggle of life the fittest will survive, I am not inclined to encourage games to such a degree as may unfit men for their real life work. Athletics are valuable as a means to health and vigor, but I have no wish to see any student look upon them as the be-all and the end-all of his career.

"Our students are not in every respect model young men; but it would not be easy to find 600 lads of ages ranging from 8 to 24, who would, on the whole, behave better.

"There are several clubs connected with the college, some belonging to the college generally and some to particular classes or castes. These hold regular meetings for reading essays and discussions. But when students meet to show their power of talking on subjects that they neither do nor can understand, the result is not altogether beneficial."

35. The Principal, *Christ Church College, Cawnpore,* writes with respect to the progress made by this College:—

"At first students were kept away from us on the plea that it was a missionary institution and the teachers lacking in experience. The result was that we were only asked to teach, with a few exceptions, those who with less individual attention were very unlikely to pass the F. A. Examination. We were also unable to attract students of promise with the offer of scholarships. In 1895 the Principal was on furlough, and students probably felt some doubt as to the future of the college, whether it would be a permanent institution or not. Last year there was a good entry, few of those residing in the city, if any, going away to study elsewhere. A staff of three European teachers, a handsome college Building and a Christian hostel, are sufficient evidence to convince all that the society intends to persevere in the work, and this intention is rendered practicable by the fact that the Mission is worked by a brotherhood, which affords some security for continuity of effort."

36. The report of the *Muhammadan Anglo-Oriental College, Aligarh,* has been received too late for any lengthy or adequate notice. The Officiating Principal considers that the falling off is due to the increase in the tuition fees, the famine, and the severity of the Entrance Examination in recent years; but also to the badness of the school attached to the College, and not to any deterioration in the teaching and discipline in the college classes.

The *Bareilly College* report was received late owing to the absence of Mr. Carey, the Principal, from India during the college vacation.

37. *St John's College* (unaided).—The following extracts from the annual report on the St. John's College, Agra, which has been courteously supplied to me by the Principal, are of interest, partly for the information given regarding the college, and partly for certain general questions raised.

ARTS.

"*Laboratory.*—During the year about Rs. 600 of apparatus has been added, besides considerable expenditure on daily requirements.

"There is now over Rs. 3,000 of appliances, and sufficient for all ordinary experiments for the F.A. and B.A. B Courses. In the near future Rs. 2,500 will be spent with a view to affiliation for the B. Sc. standard.

"*Remark.*—If it is the object alike of the Government and the University, to encourage scientific education it seems to me that the Syndicate should grant affiliation to the B. Sc. standard on easier terms, at any rate in the case of private institutions.

"At present, I understand, affiliation is granted, if a Sub-Committee composed entirely of Principals or Professors of Government or aided Colleges recommend the application and guarantee the amount of apparatus, &c., to be sufficient. As these gentlemen are naturally interested in restricting affiliation, to the advantage of their own well fitted and elaborately constructed laboratories and workshops, as the number of pupils who at present prefer the scientific course is not very great, private institutions like St. John's College, have no chance of obtaining affiliation, on the ground that the apparatus and appliances are insufficient, and thus the general effect is that scientific education is discouraged except in one or two centres, instead of being popularized by being taught and recommended from many centres throughout the Provinces.

"It seems to me most unfair, that Colleges, Government and Aided, which but for generous contributions from the public purse, would be as destitute and ill-fitted as private colleges are, should have the power of *veto* over private efforts as at present is the case. The Government Policy, I understand, is to encourage and develop the growth of private institutions, and to relieve, as far as possible, the State from the burden of higher education—whereas this policy tends to discourage and suppress all such efforts.

"On the other hand it is most undesirable, in the interests of sound education, that private institutions should be allowed to attempt scientific courses with insufficient apparatus for pratical experiments.

"Whilst granting this as a sound general principle, could not affiliation be granted to a college like this upon the assurance of the Principal that he will make every effort to gradually equip his laboratory and bring up the appliances to a recognized standard? He may not be able to spend Rs. 5,000 to Rs. 10,000 in any given year, but he may be able to give Rs. 500 or so annually for many years.

"If the condition of affiliation could, *at any rate for a while,* be somewhat relaxed, I feel sure—

(1) that the advantages of scientific education would be more generally recognized;

(2) that the numbers of students reading for the B. Sc. and other scientific courses, would be generally increased.

Moral Instruction.

"1. *The Bible.*—This is read as text-book in every class daily, with suitable explanation and instruction.

"2. *Saturday Lectures.*—Every Saturday the first hour is devoted to moral and spiritual teaching, in English or the Vernacular. This is given in the form of pointed, popular addresses on subjects directly affecting character and personal conduct. The moral and spiritual nature of man is upheld as the highest and noblest, and therefore as requiring special and suitable instruction and development, if education is to be sound and complete.

"3. *Public Lectures.*—In the course of the cold season, several lectures are delivered to hundreds of students by distinguished lecturers from England and America, or resident in India, on highly interesting and varied subjects. The object of such lectures is two-fold—

(1) To develop and arouse an interest in subjects beyond or outside of any ordinary University curriculum.

(2) To show that all knowledge is compatible with a belief in God."

ORIENTAL COLLEGE AND DEPARTMENTS.

38. The expenditure on teaching staff and contingencies in connexion with higher Oriental Studies is less than it was five years ago, as shown by the following figures:—

	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	16,547	15,801	15,776	15,106	14,997	15,396
Local Funds	...	60	60	60	60	60
Municipal Funds	...	24	28	28	28	28
Fees	28	29	11	8	10	9
Other sources	3,886	2,428	2,586	2,455	2,143	2,054
Total ...	20,461	18,342	18,461	17,657	17,238	17,547

In addition to the above there is a further expenditure on scholarships amounting to about Rs. 2,560. The expenditure from Provincial Revenues is almost entirely on account of the Sanskrit College, Benares, and presents no great fluctuations. The expenditure from other sources is mainly on account of the Oriental Department of Canning College. It is evident that Oriental learning is not considered worth paying for by those who are able and willing to pay anything for education; it is only worth receiving as a gift, or accompanied by a stipend, by those who are too poor to pay the fees levied in English Schools.

Sanskrit College, Benares.

39. The teaching staff, comprises five Professors, and seven Assistant Professors. One of the Assistant Professorships is held by the Librarian of the Sanskrit College, whose time is devoted to the Library and to the search for Sanskrit manuscripts. In addition to the Sanskrit College staff proper, an Assistant Professor and a Teacher are employed in the Anglo-Sanskrit Department, or modern side of the Sanskrit College.

The expenditure is shown as Rs. 14,631, practically the whole of which is met from Provincial Revenues. The changes from year to year have been insignificant. This does not include the expenditure on scholarships amounting to over Rs. 2,000, also paid almost entirely out of Provincial Revenues. The number of scholarship-holders is 86.

On the 31st March 1897, the number of pupils on the College Rolls was 370 as against 377 on the same date of the preceding year. The corresponding number for the year 1891-92, was 414. A small but steady falling off in the numbers has thus been registered during the past six years. The circumstances that were bringing about this decrease have been noticed in previous reports; it is considered, that a moderate decrease in the rolls of the Sanskrit College would add to its efficiency as both a teaching body and an examining agency. Other institutions in these and the neighbouring Provinces are taking a larger part in supplying proper teaching in the more elementary subjects of study. And there is therefore all the greater reason for the Government Sanskrit College at Benares to address itself more exclusively and efficiently to the duty of instructing a comparatively small number of advanced scholars in all the higher branches of the ancient learning.

The examination statistics of the Session 1891-92 are now compared with those of the session under notice.

Name of Institution.	Session 1896-97.						Session 1891-92.					
	Prathama Examination.		Madhyama Examination.		Acharya Examination.		Prathama Examination.		Madhyama Examination.		Acharya Examination.	
	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.
Sanskrit College, Benares.	20	9	93	61	86	69	30	14	89	46	72	47
Other Institutions,	116	60	97	70	1	1	95	38	43	25	3	1
Total ...	136	69	190	131	87	70	125	52	132	71	75	48
Pass percentage ...	...	50·7	...	68·9	...	80·4	...	41·6	...	53·7	...	64

The total number of candidates at the three examinations in 1896-97 was 413 as against 332 in 1891-92; or an increase of 81. The number of candidates from other institutions has also increased from 141 in 1891-92 to 214 in 1896-97, or an increase of 73.

There has been a marked increase in the number of *successful* candidates from other Institutions in the Provinces, during the past five years; an increase from 38 to 60 in the case of the Prathama; and an increase from 25 to 70 in the case of the Madhyama Examination: or taking these two examinations together, the number of successful candidates has increased from 63 to 130 or has more than doubled itself.

During the past session 54 students attended the Anglo-Sanskrit Department, as against 36 students during the session 1891-92. The results of the terminal examinations were on the whole disappointing. The First Class attempts the Entrance Standard of the Allahabad University in English Literature and Composition. Two students appeared at the Middle English Examination. The Anglo-Sanskrit Department continues to do useful work in providing a better stamp of Sanskrit and Hindi teachers for the schools of the United Provinces, although its success in teaching English is but poor.

College Library and Literary Activity.—Since 1891-92 the sum of Rs. 100 only has been spent in the purchase of Sanskrit manuscripts a list of which was submitted from time to time by the Principal for the sanction of the Superintendent of Sanskrit studies, North-Western Provinces and Oudh. The whole question of the search for, and purchase of, Sanskrit manuscripts has been the subject of recent correspondence. The Librarian of the Sanskrit College has prepared a brief descriptive catalogue in Hindi, of 338 Sanskrit and 45 Hindi manuscripts examined by him during the year 1896-97. In addition to the purchase of these Sanskrit manuscripts (many of which possess considerable literary and bibliographical value, and some of which are not even mentioned in Aufrecht's great *Catalogus Catalogorum*), the publication of a Report and Catalogue in English, similar to the Reports published by the Bombay Government, is most desirable.

The College staff have continued to edit texts in the Pandit Journal and in the Vizianagram Sanskrit series. Among the latter as calling for special notice are editions of the Nyayasutras and Nyayabhashya (with extracts from later commentaries); and of two hitherto unpublished works, the Bhashya of Prasastapada with Sridhar's commentary (991 A.D.) on the Vaiseshika philosophy and the Nyayamanyari of Jayanta Bhatta (circ. 900 A. D.). These editions have already attracted the attention of scholars in Bengal and elsewhere, and will (it is hoped) induce a study of the older forms of the Nyaya Vaiseshika systems of philosophy, which for centuries have fallen into neglect.

40. *Canning College.*—The Oriental Department in which only Persian, Arabic and Sanskrit are taught is annually decreasing in numbers. A purely Oriental education on the old lines is no longer popular. Such pupils as each teacher has are gathered together by his own personal influence. One Pandit had 14 pupils; another 12; and the third 11. One sent up 4 candidates to the Benares Departmental examination and 2 for that of the Panjáb University. Another sent up 1 candidate for the Allahabad Departmental examination and 1 to that of the Panjáb University. The third being new to the work, had no candidates ready. In order to encourage the pupils of this Department the amount sanctioned for scholarships has been increased. The expenditure on the Department is Rs. 1,946 on salaries and Rs. 237 on scholarships. In 1891-92 there were 21 candidates for public examinations; this year there were but eight, and the number of passes has fallen from 12 to four, in which however, the result of the examination of three candidates for the Panjáb examinations is not included, being unknown when the Principal wrote his report.

41. The Mulla examination is an examination in Arabic held annually in the Muir Central College, Allahabad. The results for the year are as follows:—

	Candidates.	Passed.
Canning College, Lucknow	... 1	1
Chashmai Rahmat School, Gházipur	... 2	2
Government High School, Mirzapur	... 2	0
Madrasa Alia Islamia, Lucknow	... 1	1
Total	... 6	4

CHAPTER V.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.

Number and distribution of schools and scholars.

Division.	Class of school.	Year.	Number of schools.				Scholars on rolls on 31st March.					
			High.	Middle.	Primary.	Total.	High section.	Middle section.	Upper primary section.	Lower primary section.	Total.	Average daily attendance.
AGRA.	State ...	1896-97 ...	3	3	...	6	95	220	247	177	739	655
		1891-92 ...	3	3	...	6	88	220	246	245	799	631
	Aided ...	1896-97 ...	5	8	7	20	194	505	505	1,438	2,642	2,291
		1891-92 ...	5	3	9	17	276	465	431	1,378	2,550	2,083
	Unaided ...	1896-97 ...	...	2	2	4	...	79	58	110	247	201
		1891-92 ...	...	1	5	6	...	23	78	234	335	259
BUNDELKHAND.	State ...	1896-97 ...	1	4	...	5	15	76	82	186	359	306
		1891-92 ...	1	4	...	5	10	79	94	216	399	312
	Aided ...	1896-97 ...	2	...	1	3	44	99	151	221	515	377
		1891-92 ...	2	1	...	3	42	75	85	223	425	291
	Unaided ...	1896-97 ...	...	1	...	1	...	9	15	44	68	43
		1891-92 ...	...	...	...	...	...	...	...	...	...	...
LUCKNOW.	State ...	1896-97 ...	5	2	5	12	118	279	363	485	1,245	1,109
		1891-92 ...	5	...	5	10	101	243	416	512	1,272	1,019
	Aided ...	1896-97 ...	4	8	8	20	175	338	377	1,342	2,232	1,912
		1891-92 ...	4	6	16	26	164	312	432	1,589	2,497	1,954
	Unaided ...	1896-97 ...	2	...	...	2	32	46	47	133	258	226
		1891-92 ...	2	...	...	2	21	58	51	140	270	213
FYZABAD.	State ...	1896-97 ...	6	...	...	6	146	317	410	70	943	805
		1891-92 ...	6	...	...	6	118	304	389	102	913	731
	Aided ...	1896-97 ...	1	...	14	15	15	14	42	955	1,026	862
		1891-92 ...	1	2	13	16	20	61	68	982	1,131	897
	Unaided ...	1896-97 ...	1	3	...	4	5	37	32	324	398	288
		1891-92 ...	...	1	...	1	...	14	10	56	80	75
ALLAHABAD.	State ...	1896-97 ...	5	...	...	5	157	326	248	209	940	849
		1891-92 ...	5	...	...	5	253	347	308	312	1,220	972
	Aided ...	1896-97 ...	6	8	6	20	120	407	492	1,229	2,248	1,857
		1891-92 ...	5	10	2	17	131	446	487	1,201	2,265	1,776
	Unaided ...	1896-97 ...	2	1	...	3	129	271	226	312	938	775
		1891-92 ...	1	1	...	2	67	99	165	223	554	444
BENARES.	State ...	1896-97 ...	2	...	...	2	94	155	183	181	613	539
		1891-92 ...	2	...	...	2	181	259	208	183	831	712
	Aided ...	1896-97 ...	11	2	2	15	239	490	589	1,112	2,430	2,075
		1891-92 ...	9	5	2	16	256	678	685	1,373	2,992	2,292
	Unaided ...	1896-97 ...	2	2	...	4	15	128	83	224	450	341
		1891-92 ...	...	...	1	1	...	...	20	87	107	55
ROHILKHAND.	State ...	1896-97 ...	6	5	...	11	222	507	484	549	1,762	1,564
		1891-92 ...	6	...	2	8	229	372	412	624	1,637	1,333
	Aided ...	1896-97 ...	2	5	7	14	31	162	239	967	1,399	1,154
		1891-92 ...	1	5	9	15	21	171	222	823	1,237	1,005
	Unaided ...	1896-97 ...	2	...	...	2	21	69	52	174	316	217
		1891-92 ...	...	...	1	1	...	...	3	58	61	52
MEERUT.	State ...	1896-97 ...	4	5	5	14	161	426	464	395	1,446	1,223
		1891-92 ...	5	4	7	16	169	260	365	434	1,228	1,010
	Aided ...	1896-97 ...	6	7	7	20	238	375	444	1,425	2,482	2,020
		1891-92 ...	6	6	6	18	133	305	349	1,379	2,166	1,663
	Unaided ...	1896-97 ...	1	1	1	3	2	21	44	103	170	152
		1891-92 ...	...	1	2	3	...	9	43	126	178	146
KUMAUN.	State ...	1896-97 ...	1	1	...	2	17	58	71	156	302	240
		1891-92 ...	1	...	...	1	28	58	50	89	225	198
	Aided ...	1896-97 ...	1	2	...	3	24	118	94	303	539	444
		1891-92 ...	1	3	3	7	38	122	130	563	853	648
	Unaided ...	1896-97 ...	...	1	4	5	...	4	36	285	325	236
		1891-92 ...	...	...	...	...	...	...	...	...	...	...
TOTAL.	State ...	1896-97 ...	33	20	10	63	1,025	2,364	2,552	2,408	8,349	7,290
		1891-92 ...	34	11	14	59	1,177	2,142	2,488	2,717	8,524	6 918
	Aided ...	1896-97 ...	38	40	52	130	1,080	2,508	2,933	8,992	15,513	12,982
		1891-92 ...	34	41	60	135	1,081	2,635	2,889	9,511	16,116	12,609
	Unaided ...	1896-97 ...	10	11	7	28	204	664	593	1,709	3,170	2,489
		1891-92 ...	3	4	9	16	88	203	370	924	1,585	1,244
GRAND TOTAL		1896-97 ...	81	71	69	221	2,309	5,536	6,078	13,109	27,032	22,761
		1895-96 ...	78	72	67	217	2,543	5,438	5,872	13,993	27,846	23,224
		1894-95 ...	75	71	55	201	2,498	5,390	5,830	14,650	28,368	23,121
		1893-94 ...	72	69	69	210	2,411	5,498	5,688	14,659	28,256	22,998
		1892-93 ...	70	66	75	211	2,205	5,139	5,694	13,761	26,799	21,423
		1891-92 ...	71	56	83	210	2,346	4,980	5,747	13,152	26,225	20,771

42. The above table exhibits the number and distribution of Anglo-Vernacular schools and scholars on the 31st March 1897, and for the purposes of comparison, 1892. The totals for the intervening years are also given, in order that the general course of the changes that have been in operation may be traced. The figures in the body of the table are given by divisions, the Government of India having intimated a wish to have statistics according to this unit. Schools are shown separately as state, aided and unaided; as high, middle and primary. Scholars are entered according to the section in which they are reading. Branch schools are not shown separately, since they are in all cases either State or aided schools of the primary grade, and are therefore incorporated with them as circumstances required. The total number of schools has increased by 11 during five years, there being 10 more high, 15 more middle, and 14 less in the number of primary schools. The changes during the last year were due to the raising of two unaided schools, *viz.*, Hanuman Seminary, Benares, and the Boundi Estate School, Bahraich, from the middle to the high grade, and to the opening of a new City High School at Benares; the number of middle schools is diminished by two owing to the raising of the status of the two schools already mentioned, but the Model School at Lucknow has been added to the list, leaving a net decrease of one. The increase of two schools in the primary occurs in the 3rd and 5th Circles; a Cawnpore school, last year returned as a special school, has this year been shown as Anglo-Vernacular, and the statistics of the Haldwani school were not received last year. The chief increase has been in unaided schools, and the action of the present fee rules may be expected to encourage still further the establishment of schools of this kind. The number of scholars in average daily attendance is nearly 2,000 more than in 1892, but there has been a fall of 463 in the last year. The number on the rolls on the 31st March shows a fall of over 800 during the last year. Seeing that this is more than accounted for by the lower primary section, in which English is no longer taught throughout, and probably means that pupils have migrated to cheaper vernacular schools, where they get the same education, the change is of no importance. It is satisfactory to note that the numbers both in the upper primary and in the middle sections, in which English is taught, are higher than in any of the preceding years, notwithstanding the raising of the fees. In the high section there is a fall, due most probably to the increase in the fee rates; but with an increasing number of boys learning English in the junior sections, it may be anticipated that the decline in the high section will prove to be only temporary. The total number of boys in the three upper sections has shown an increase every year since 1892-93, and this in spite of the alteration in the fee rates. There is little doubt that the numbers would have risen still higher had fees continued to be levied at the old cheap rates; but with the signs of recovery from the shock which may be found in the above figures, the numerical progress is by no means discouraging.

The changes in enrolment and average attendance do not show any marked progress in English education during the last five years; in fact the former is less, and the latter rather more than might be expected from the increase of population at the average rate. The average attendance shows the greatest increase in the Meerut and Rohilkhand Divisions, with 576 and 545 additional scholars respectively. The only division where there has been retrogression in this respect is Benares, with a decline of 104 in the average daily attendance since 1892. The percentage of the average daily attendance to the number enrolled on 31st March has increased from 79·2 to 84·2. Both at the beginning and at the end of the period the aided schools greatly exceed the State schools in number and in attendance. Unaided schools have made an encouraging start during the last two years, and will probably take a more prominent part in education in the near future; they show an enrolment and attendance double of those recorded five years ago. Their object is to provide a cheaper education for those numerous youths who desire to avoid the higher fees of Government and aided schools; they are almost entirely under the control of native founders or committees, and in many ways they are no doubt better suited to the moderate requirements and ambitions of the people of the country. In some cases it is to be feared that their main object is not in any strict sense of the word educational: but they have a useful part to play, and the opportunity and encouragement given to them by the enhancement of the fee rates in institutions under the direct influence of the department is an incidental result of that measure, which there is no reason to regret.

A comparison with last year's figures shows that the average attendance in State schools has risen by 324; in aided schools the number has fallen from 13,924 to 12,982; and there has been a small increase in unaided schools. The number enrolled in the high section on the 31st March shows a falling off of 150 in State schools, and of 99 in aided schools, with an increase of 15 in aided schools. In the middle section, State schools give an increase of 121; aided schools a decrease of 157, and unaided schools an increase of 134. The total roll has increased by 265 in State schools, diminished by 1,132 in aided schools, and increased by 53 in unaided schools.

43. *Expenditure on Anglo-Vernacular Schools.*

Division.	Class of school.	Year.	Average number on the rolls during the year.	Expenditure met from — Provincial revenues.	Local Funds.	Municipal Funds.	Fees.	Other sources.	Total.	Incidence per scholar.	Cost to Public Funds per scholar.	Average fee per scholar.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Agra.	State ...	1896-97...	770	...	19,111	1,743	12,807	716	34,377	45	27	17
		1891-92...	799	...	20,935	1,074	10,560	108	32,677	41	28	13
	Aided...	1896-97...	2,624	15,125	7,512	6,717	24,496	25,884	79,734	30	11	9
		1891-92...	2,462	18,320	6,108	7,933	18,320	19,703	70,384	29	13	7
	Unaided	1896-97...	230	...	...	...	939	1,766	2,705	12	...	4
		1891-92...	332	...	...	...	294	3,794	4,088	12	...	1
Bundelkhand.	State ...	1896-97...	363	...	9,080	1,562	3,462	144	14,248	39	29	10
		1891-92...	406	...	10,764	1,835	2,771	46	15,416	38	31	7
	Aided...	1896-97...	495	...	5,060	2,016	4,520	1,184	12,780	26	14	9
		1891-92...	405	...	5,652	1,320	3,316	1,751	12,039	30	17	8
	Unaided	1896-97...	56	...	...	...	194	546	740	13	...	3
		1891-92...	...	...	...	...	...	...	...	...	...	...
Lucknow.	State ...	1896-97...	1,274	2,192	14,285	4,352	15,598	587	37,014	29	16	12
		1891-92...	1,248	...	15,253	3,989	11,178	...	30,420	24	15	9
	Aided...	1896-97...	22,56	6,488	9,767	7,521	20,079	11,657	55,512	25	11	9
		1891-92...	2,440	8,038	11,341	6,996	14,229	17,436	58,040	24	11	6
	Unaided	1896-97...	287	...	...	...	7,900	20,253	28,153	98	...	28
		1891-92...	298	...	...	...	480	7,946	7,826	26	...	2
Fyzabad.	State ...	1896-97...	939	32	23,028	951	16,291	304	40,606	43	26	17
		1891-92...	934	...	24,994	876	11,937	120	37,927	41	28	13
	Aided...	1896-97...	999	1,400	4,374	2,358	6,364	4,654	19,150	19	8	6
		1891-92...	1,112	1,980	2,081	2,304	4,270	5,726	16,361	15	6	4
	Unaided	1896-97...	398	...	...	...	...	5,568	5,568	14	...	...
		1891-92...	97	...	...	...	...	2,240	2,240	23	...	...
Allahabad.	State ...	1896-97...	958	...	25,898	1,320	18,232	548	45,998	48	28	19
		1891-92...	1,206	...	22,843	1,903	17,453	990	43,189	36	21	14
	Aided...	1896-97...	2,201	...	15,239	2,936	22,293	12,152	52,620	24	8	10
		1891-92...	2,288	...	14,148	3,381	17,601	15,823	50,953	22	8	8
	Unaided	1896-97...	964	...	...	...	8,707	6,378	15,085	16	...	9
		1891-92...	554	...	...	...	953	14,610	15,563	28	...	2
Benares.	State ...	1896-97...	611	10,747	1,600	480	9,350	80	22,257	36	21	15
		1891-92...	873	5,474	1,971	480	13,858	50	21,833	25	9	16
	Aided...	1896-97...	2,467	3,075	15,152	2,946	27,856	12,088	61,117	25	9	11
		1891-92...	2,937	4,800	20,455	3,060	23,536	11,828	63,679	22	10	8
	Unaided	1896-97...	471	...	...	...	3,573	1,906	5,479	12	...	8
		1891-92...	89	...	...	...	431	297	728	8	...	5
Rohilkhand.	State ...	1896-97...	1,755	3,635	25,133	9,195	25,540	3,433	66,936	38	22	15
		1891-92...	1,575	...	26,548	5,490	20,132	3,483	55,653	35	20	13
	Aided...	1896-97...	1,328	...	7,499	3,505	8,503	12,453	31,960	24	8	6
		1891-92...	1,193	...	6,713	4,035	5,670	8,629	25,047	21	9	5
	Unaided	1896-97...	288	...	...	...	1,412	2,064	3,476	12	...	5
		1891-92...	54	...	...	...	36	372	408	8	...	1
Meerut.	State ...	1896-97...	1,388	4,200	5,319	7,907	20,735	842	39,003	28	13	15
		1891-92...	1,238	...	17,076	7,265	14,531	953	39,825	32	20	12
	Aided...	1896-97...	2,413	8,992	11,759	6,060	27,204	13,282	67,297	28	11	11
		1891-92...	2,077	6,000	12,584	5,528	14,391	14,142	52,645	25	12	7
	Unaided	1896-97...	180	...	...	...	910	1,596	2,506	14	...	5
		1891-92...	194	...	...	...	888	965	1,853	10	...	5
Kumaun.	State ...	1896-97...	272	...	4,500	492	2,909	...	7,901	29	18	11
		1891-92...	294	...	2,955	337	2,332	...	5,624	21	12	9
	Aided...	1896-97...	551	...	4,172	234	4,852	3,815	13,073	24	8	9
		1891-92...	746	...	6,240	222	4,079	5,678	16,219	22	9	5
	Unaided	1896-97...	294	...	...	...	742	2,418	3,160	11	...	3
		1891-92...	...	...	...	...	...	...	...	...	...	...
Total.	State ...	1896-97...	8,330	20,806	1,27,954	28,002	1,24,924	6,654	3,08,340	37	21	15
		1891-92...	8,553	5,474	1,43,339	23,249	1,04,752	5,750	2,82,564	33	20	12
	Aided...	1896-97...	15,334	35,080	80,534	34,293	1,46,167	97,169	3,93,243	26	10	10
		1891-92...	15,660	39,138	85,322	34,779	1,05,412	1,00,716	3,65,367	23	10	7
	Unaided	1896-97...	3,168	...	...	...	24,377	42,495	66,872	21	...	8
		1891-92...	1,618	...	...	...	3,082	29,624	32,706	20	...	2
	Grand Total...	1896-97...	26,832	55,886	2,08,488	62,295	2,95,468	1,46,318	7,68,455	29	12	11
		1895-96...	28,023	49,200	2,22,384	63,303	2,77,826	1,55,298	7,68,011	27	12	10
		1894-95...	27,680	51,444	2,37,238	62,335	2,39,320	1,35,328	7,25,665	26	13	9
		1893-94...	27,259	46,560	2,31,880	60,207	2,38,489	1,53,718	7,30,854	27	12	9
		1892-93...	26,025	45,306	2,35,065	59,628	2,21,254	1,39,993	7,01,246	27	13	9
		1891-92...	25,831	44,612	2,28,661	58,028	2,13,246	1,36,090	6,80,637	26	13	8

The expenditure on Anglo-Vernacular schools in the different divisions for different classes of schools, and from various sources, for the years 1891-92 and 1896-97, with the totals for intervening years, are shown in the above statement. There has been a steady increase amounting in the aggregate to Rs. 87,818, or 13 per cent. As regards the details shown in the different columns, there is often a transfer of charge from one column to another, as for instance when an increase of fee income leaves less to be made up from provincial, local or municipal funds; or when a headmastership has been transferred from local to provincial. The expenditure from provincial and local funds on State schools is practically the same as it was five years ago; but the schools have had the benefit of the rise of fee-income. Aided schools get nearly Rs. 9,000 less from public funds than they used to; and it seems to be demonstrated that little has been done to encourage private enterprise in education at this stage by grants-in-aid. The number of boys in aided schools consequently shows a falling off when compared with 1892. A large share of the increased expenditure is traceable to the new unaided schools.

The incidence per scholar has risen to Rs. 37 in State schools; this is largely due to the fall in attendance in the lower primary section among boys who have not begun English; and too much importance must not be attached to it. The decrease in the high section roll has also contributed to the same result; but it may be hoped that this will not be permanent. The cost to public funds per scholar has not risen, and is Re. 1 lower than it was two years ago. In State schools there is a rise of the same amount in five years.

Fees.

44. There has been a steady and considerable rise in the fee income in the course of five years. In State schools the increase has come to about 20 per cent., and in aided schools to twice this percentage, as well as twice the amount. Unaided schools have also been able to take advantage of the new fee rules. The average fee per scholar in State and in Aided schools has risen Rs. 3 in the course of five years, and in both of these classes of schools the pupils have had the full benefit of the higher fee in the shape of a corresponding greater expenditure per scholar. It is to be regretted that the new fee rules should have been taken to be a tyrannical measure for the repression of English education; but notwithstanding those rules, public funds contribute more to the education of each scholar in State schools than they did in 1892; and Government has not relaxed its liberality, which is still great towards this kind of education. English education is likely to have more life in it when it is better paid for and less bounty-fed than it used to be.

A few remarks from the Inspectors' reports on the subject of the scale of fees now in force are here collected:—

First Circle.—The advantages of enhancement of fee rate have, as the returns show, altogether outweighed any of the disadvantages predicted by the managers of aided schools; the loss of a few of the least likely students has been more than compensated for by the great increase in fee-income.

Second Circle.—In 1895 when the circular was issued certain schools made representations, asking that they should be allowed to levy lower fees, Unao, Mahmudabad and Khairabad being amongst the number; but in every case the reply given was that the prescribed rates should be charged. The headmaster, Mahmudabad, feared that the school would suffer greatly; but after some months he reported that though the numbers at first fell, they steadily rose again and came up to almost the same number as at first.

Third Circle.—From the decrease in the number of scholars in the Benares Division, it would appear that parents in the Allahabad Division were better able to pay the enhanced fees than those of Benares.

Fourth Circle.—From the reports received from the headmasters as to the working of these rules it seems that in most cases the enhanced rate of fees has not resulted in decreasing the number on the rolls, though it may have somewhat retarded an increase, and there has been no difficulty in realizing the fees. The Government schools at Bareilly and Bulandshahr and the two municipal middle schools at Bareilly are the only two ones that report a decrease on this ground. The schools in Bareilly are, however, soon likely to recover their lost ground, as it seems that the two newly opened rival schools—unrecognised—are not in a flourishing condition.

The Inspector of the Fifth Circle offers no remarks on the subject.

Scholarships.

45. The following is a statement of the scholarships held in Anglo-Vernacular schools in different classes of schools in each circle:—

Circle.	Class of school.	Year.	Number of—				Expenditure on scholarships from—				
			State open scholarships.	Municipal scholarships.	Other scholarships.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.	Rs.
1st Circle.	State	1896-97	13	22	16	51	642	...	429	452	1,523
		1891-92	26	27	10	63	1,092	132	512	422	2,158
	Aided	1896-97	10	4	89	103	520	...	177	2,206	2,903
		1891-92	18	9	48	75	404	108	138	1,226	1,876
	Unaided	1896-97	...	...	1	1	...	...	...	24	24
		1891 92	...	...	...	...	...	...	...	...	...
2nd Circle.	State	1896-97	17	...	22	39	592	86	31	757	1,466
		1891-92	34	...	26	60	907	547	...	756	2,210
	Aided	1896-97	4	...	93	97	53	...	...	1,021	1,074
		1891-92	9	2	196	207	266	64	48	933	1,311
	Unaided	1896-97	...	...	26	26	...	...	...	505	505
		1891-92	...	...	5	5	...	...	...	130	130
3rd Circle.	State	1896-97	23	1	10	34	971	22	30	298	1,321
		1891-92	30	3	10	43	1,403	226	33	148	1,810
	Aided	1896-97	21	11	98	130	631	...	79	2,321	3,031
		1891-92	19	4	21	44	745	125	98	1,489	2,457
	Unaided	1896-97	2	...	36	38	80	...	...	1,879	1,959
		1891-92	...	...	...	...	...	...	...	...	...
4th Circle.	State	1896-97	50	59	12	121	1,653	25	1,160	344	3,182
		1891-92	34	49	5	88	1,487	...	1,325	229	3,041
	Aided	1896-97	5	18	123	146	218	...	5	1,833	2,056
		1891-92	...	5	119	124	...	95	25	1,933	2,053
	Unaided	1896-97	...	...	3	3	...	...	...	72	72
		1891-92	...	...	...	...	...	...	...	...	...
5th Circle.	State	1896-97	...	...	8	8	...	259	...	...	259
		1891-92	...	...	18	18	...	224	...	...	224
	Aided	1896-97	...	...	97	97	...	184	...	1,104	1,288
		1891-92	...	...	75	75	...	960	...	597	1,557
	Unaided	1896-97	...	...	...	...	...	...	...	...	...
		1891-92	...	...	...	...	...	...	...	...	...
	Total	1896-97	145	115	634	894	5,360	576	1,911	12,816	20,663
		1891-92	170	99	533	802	6,304	2,481	2,179	7,863	18,827

The number of State scholarships is less than in 1892; but Municipal and other scholarships are more numerous.

The expenditure from public funds of all kinds has diminished considerably; but the reduction is more than made up by the expenditure from other sources in a ded and unaided schools.

Alterations were made in the State scholarship rules in the year 1895, of which the full effect is not yet visible. Forty scholarships of Rs. 4 per mensem, tenable for two years, are awarded annually according to the results of the English middle examination; and at the vernacular middle there are the same number of scholarships offered for competition, tenable for not more than three years in the middle section of an Anglo-Vernacular school, and then for not more than two years more in the high section; their value being Rs. 3 in the former, and Rs. 4 in the latter section. Thus the maximum number of State scholarships that can in future be current at one time under these rules will be 280, and the maximum annual expenditure on them Rs. 12,000. Since scholarships that are not taken up by those to whom they are awarded and those which become vacant afterwards, are not re-awarded, the actual number of scholarships and the expenditure on them will be sure to fall short of the above maxima. Moreover, there are likely to be numerous cases of boys who hold vernacular middle scholarships and pass through the middle English section in two years instead of three, and this will again reduce the number and expenditure. In view of these facts the provision for these scholarships does not appear to err on the side of excess. The expenditure in aided and unaided schools from private sources under this head considerably exceeds the total expenditure from public funds in all classes of schools. It is a question whether the value of these State scholarships might not be now raised by Re. 1 all round, seeing that they are intended to bear some proportion to the cost of English education; and this is now higher than it was when the present value was fixed, owing to the enhancement of the fee rates which has since taken place. The present scholarships are almost swallowed up in the payment of the fees. Some scholarships to be given on the results of the upper primary English

examination are also called for in the interest of poor boys who at that stage show such special merit as to make it likely that they would profit by continuing their studies.

Results of examinations.

	Class of school.	Year.	Entrance.						School Final.						English Middle.						Upper Primary.		
			Number of candidates.	Passed in—				Percentage of passes.	Number of candidates.	Passed in—				Percentage of passes.	Number of candidates.	Passed in—				Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
				I.	II.	III.	Total.			I.	II.	III.	Total.			I.	II.	III.	Total.				
1st Circle.	State ...	1896-97 ...	58	5	17	13	35	60	...	...	...	...	...	...	151	...	27	19	46	30	175	116	66
		1891-92 ...	52	8	10	8	26	50	...	...	...	...	...	...	157	11	36	35	82	52	155	109	70
	Aided ...	1896-97 ...	103	7	32	19	58	56	51	6	19	1	26	51	279	2	50	23	75	27	413	272	66
		1891-92 ...	199	15	40	35	90	45	...	...	...	...	...	...	278	15	45	39	99	36	262	164	63
	Unaided...	1896-97 ...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	33	28	85
		1891-92 ...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	20	15	75
2nd Circle.	State ...	1896-97 ...	135	10	30	19	59	44	5	1	3	...	4	80	271	1	104	38	143	53	355	226	64
		1891-92 ...	121	18	34	23	75	62	...	...	...	...	...	...	258	15	54	63	132	51	349	220	63
	Aided ...	1896-97 ...	83	2	14	10	26	31	20	2	4	1	7	35	161	2	60	25	87	54	213	119	56
		1891-92 ...	126	4	21	16	41	33	...	...	...	...	...	...	162	10	8	15	33	20	265	146	55
	Unaided...	1896-97 ...	13	...	2	2	4	31	...	...	...	...	...	...	51	...	17	5	22	43	20	14	70
		1891-92 ...	13	1	1	2	4	31	...	...	...	...	...	...	27	...	2	3	5	19	41	30	73
3rd Circle.	State ...	1896-97 ...	115	13	40	24	77	67	27	10	11	1	22	81	248	4	55	33	92	37	219	124	57
		1891-92 ...	262	17	55	40	112	43	...	...	...	...	...	...	313	12	48	63	123	39	260	188	72
	Aided ...	1896-97 ...	163	14	35	34	83	51	16	2	5	1	8	50	410	5	91	41	137	33	510	286	56
		1891-92 ...	236	13	35	44	92	39	...	...	...	...	...	...	469	14	59	83	156	33	501	300	60
	Unaided...	1896-97 ...	16	...	4	5	9	56	25	5	10	1	16	64	100	...	8	7	15	15	141	79	56
		1891-92 ...	42	...	4	14	18	43	...	...	...	...	...	...	62	3	16	10	29	47	72	35	49
4th Circle.	State ...	1896 97 ...	167	17	48	36	101	60	51	10	14	4	28	55	436	3	104	39	146	33	542	358	66
		1891-92 ...	221	31	50	48	129	58	...	...	...	...	...	...	334	16	57	95	168	50	394	263	67
	Aided ...	1896-97 ...	107	4	33	24	61	57	25	4	9	5	18	72	239	1	53	16	70	29	299	215	72
		1891-92 ...	92	5	9	20	34	37	...	...	...	...	...	...	204	8	35	47	90	44	199	117	59
	Unaided...	1896-97 ...	2	...	...	...	...	...	...	...	...	...	...	...	55	...	...	2	2	4	24	12	50
		1891-92 ...	1	...	...	...	...	...	...	...	...	...	...	...	24	...	1	4	5	21	...	...	...
5th Circle.	State ...	1896-97 ...	10	1	1	4	6	60	...	...	...	...	...	...	26	...	10	1	11	42	65	34	52
		1891-92 ...	17	...	...	2	2	12	...	...	...	...	...	...	28	1	...	7	8	29	61	41	67
	Aided ...	1896-97 ...	16	...	...	3	3	19	4	...	1	1	2	50	52	...	11	3	14	27	37	24	65
		1891-92 ...	23	...	3	1	4	17	...	...	...	...	...	...	60	...	3	10	13	22	60	48	80
	Unaided ...	1896-97 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24	15	63
		1891-92 ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.	State ...	1896-97 ...	485	46	136	96	278	57	83	21	28	5	54	65	1,132	8	300	130	438	39	1,356	858	63
		1891-92 ...	673	74	149	121	344	51	...	...	...	...	...	...	1,090	55	195	263	513	47	1,219	821	67
	Aided ...	1896-97 ...	472	27	114	90	231	49	116	14	38	9	61	53	1,141	10	265	108	383	34	1,472	916	62
		1891-92 ...	676	37	108	116	261	39	...	...	...	...	...	...	1,173	47	150	194	391	33	1,287	775	60
	Unaided ...	1896-97 ...	31	...	6	7	13	42	25	5	10	1	16	64	210	...	25	14	39	19	242	148	61
		1891-92 ...	56	1	5	16	22	39	...	...	...	...	...	...	117	3	19	17	39	33	133	80	60
	Total for schools.	1896-97 ...	988	73	256	193	522	53	224	40	76	15	131	58	2,483	18	590	252	860	35	3,070	1,922	63
		1891-92 ...	1,405	112	262	253	627	45	...	...	...	...	...	...	2,380	105	364	474	943	40	2,639	1,676	64
	Private candidates	1896-97 ...	571	...	...	...	114	20	...	...	...	...	...	...	608	...	22	11	33	5	...	...	...
		1891-92 ...	360	...	...	...	59	16	...	...	...	...	...	...	501	4	22	44	70	14	...	...	...

The Entrance Examination.

46. There was no school Final examination in 1892; for the purpose of comparing the number of candidates and passes of 1897 with those of the earlier year, we should therefore add the figures of the Entrance to those of its alternative, the School Final. The number of candidates from schools is thus seen to have fallen from 1,405 to 1,212; on the other hand the number of passes has increased from 627 to 653. The greatest numerical decrease occurs in the Third Circle, where it amounts to 178 in the number of candidates, but to only seven in the number passed. The Fourth Circle is conspicuous as being the only one showing an increase in the number of candidates. The highest level of success at the Entrance is reached by the State schools of the Third Circle, and they also head the list at the School Final; and notwithstanding the decrease which has been pointed out, this Circle still passes more candidates than any other circle. Among State schools the worst Entrance results are those of the Oudh Circle. The aided schools of the same circle do still worse, and the one aided school of the Fifth Circle worst of all. The Oudh Circle shows the most serious falling off in the number of successful candidates.

The percentages of passes in different subjects in State schools during the last six years have been as follows :—

Subject.	1897.	1896.	1895.	1894.	1893.	1892.
English	68	53	53	69	72	67
Mathematics	86	69	72	79	79	79
Second language	90	80	95	89	94	91
History and geography	93	79	78	59	68	78
IN AIDED SCHOOLS.						
English	59	46	49	65	65	56
Mathematics	81	63	66	78	69	63
Second language	81	76	87	87	89	81
History and geography	93	79	78	56	64	68
IN UNAIDED SCHOOLS.						
English	52	47	40	73	54	45
Mathematics	87	58	42	80	65	86
Second language	84	67	82	93	90	79
History and geography	90	75	56	60	65	72

These figures show the general superiority of State schools, for which the percentage never falls below that of aided schools, though in history and geography there has been equality for the last three years. Unaided schools have on three occasions obtained slightly better results than State schools in mathematics, whilst it is remarkable that in 1894 they showed the best results in every subject of examination; the number of candidates from these schools is comparatively small. A comparison of the figures of 1897 with those of 1892 shows generally improved success in every subject in each class of school; in only one instance is there a lower percentage than five years ago. The examination is generally believed to have been easier this year than usual.

The examiner in geography reports that the map was almost totally neglected; perhaps not more than 2 per cent. doing the question well; also that several among the private candidates seemed to expect great things from simply filling their answer books with transcripts of the questions.

The Science examiner reports a marked improvement over last year; but regrets to observe a lamentable want of accuracy in detail: most of the candidates managed to pass, but none succeeded in obtaining a very high percentage of marks. The examiner in Sanskrit complains that the average Entrance candidate is not well-grounded in that subject.

47. Last year sixteen schools were named as having honourably distinguished themselves by passing 60 per cent. or more of their candidates at the Entrance examination. This year there are 31 such schools, given in the accompanying table :—

Schools.	Number of candidates.	Passed in division—			Number of passes.	Percentage of passes.
		I.	II.	III.		
Allahabad Government High School ...	30	4	9	7	20	71
Almora ditto	10	1	1	4	6	67
Ballia ditto	12	2	5	4	11	92
Bánda ditto	8	1	5	1	7	88
Bara Banki ditto	13	1	6	2	9	75
Benares Queen's Collegiate High School	30	2	12	7	21	70
Bijnor Government High School ...	11	6	2	2	10	91
Budaun ditto	20	1	7	7	15	75
Jaunpur ditto	10	3	3	2	8	80
Meerut Collegiate ditto	31	3	10	9	22	71
Muzaffarnagar ditto	14	4	7	2	13	100
Muttra ditto	10	1	3	4	8	80
Orai ditto	6	3	1	...	4	67
Pilibhít ditto	6	1	2	1	4	67
Rae Bareli ditto	13	...	2	6	8	62
Saháranpur ditto	14	3	5	2	10	71
Sháhjahánpur ditto	17	...	9	3	12	71
Agra Collegiate School	40	2	13	9	24	62
Agra Victoria High School	11	...	6	1	7	64
Allahabad A. B. P. School	11	...	4	3	7	70
Amroha Anglo-Vernacular High School ...	6	...	2	2	4	67
Azamgarh Church Mission School ...	8	1	2	2	5	63
Benares Bengali Tola School	24	3	11	5	19	79
Do. Jai Narain's College	11	2	3	2	7	64
Gházipur Mission School	8	1	1	3	5	63
Do. Victoria School	10	3	3	2	8	80
Meerut Church Mission School	14	...	6	4	10	71
Saháranpur American Presbyterian Mission School.	8	...	3	2	5	63
Lucknow Woman's College	6	1	2	1	4	67
Mussoorie St. George's Collegiate School ...	5	...	3	1	4	80
Sikandrabad Anglo-Vernacular School ...	5	...	1	2	3	75

Of these schools, the Benares Bengali Tola School has won this honourable mention for four years in succession, and has occupied a similar position frequently in earlier years; the Bánda District School and the Azamgarh Church Mission School for three years; while the Bara Banki and Rae Bareli District Schools, Orai High School, Lucknow Woman's College and St. George's appeared also in last year's list. The most remarkable feature about the list is that it contains the names of six schools which last year were named as conspicuous for the poorness of their results. These schools, which have so creditably improved their position, are the District Schools at Allahabad and Almora, the Mission Schools at Saháranpur and Gházipur, the Amroha High School and the Victoria School, Gházipur; the last after having figured three times in succession in the list of the most backward schools. The success of the Allahabad school can only be attributed to the exertions of the Head Master, Mr. Housden, who was appointed last year; several other changes have recently been made in the staff, and there is every reason to hope that the school will maintain the good position it has now won. Credit is also due to Mr. R. Thomas for the improvement he has effected in the face of considerable difficulties at Almora. The Mission School at Saháranpur, an aided institution, has unfortunately had to be closed owing to want of funds, as soon as it had proved itself capable of doing good work. A special grant was applied for in addition to that named under the grant-in-aid rules; and that matter was before Government when the closing of the school was announced. The list of schools passing less than 20 per cent. of the candidates presented is happily reduced to two *viz.*, the Ramsay Collegiate School, Almora, from which only three were successful out of 16, and these all in the third division; and the City High School, Allahabad, from which 10 candidates appeared, but none passed. This fact, and the long list of schools passing more than 60 per cent., may be taken as an indication how much the entrance examination this year was easier than usual.

In the face of the success of the Almora District School and the failure of the Mission School in the same place at the entrance examination, it becomes out of the question to abolish the former in favour of the latter.

The School Final Examination.

48. The School Final Examination was instituted with effect from the year 1894. It is alternative with the Entrance, ranking with it as a University Matriculation examination. It includes science, drawing, commercial subjects, and an oral test in English.

The number of candidates at this examination has risen since last year, from 208 to 224, and the number of passmen from 101 to 131, thus the percentage improved from 49 to 58. The Government School at Saháranpur, Muhammadan Collegiate School, Aligarh, Christ Church Collegiate School, Cawnpore, Church Mission School, Meerut, and the American Presbyterian Mission High School, Allahabad, sent up candidates for the first time. Thirteen candidates appeared from these institutions, out of whom 10 passed. The Government schools at Saháranpur and Cawnpore passed cent. per cent. of their candidates. The Government schools at Bareilly, Benares and Allahabad passed 84, 80 and 78 per cent. respectively. The Government High schools at Allahabad, Benares and Saháranpur have also won distinction in the entrance examination, passing 70 or more than 70 per cent. of their candidates.

Among the Aided schools, the MacDonnell High School, Jhánsi, and the London Mission High School, Benares, have done well, passing 75 per cent. of their candidates.

Eighteen candidates appeared from the Agricultural School, Cawnpore, and 13 passed.

The number of failures in each subject is as in the accompanying statement. The oral test in English was made somewhat stricter than last year. There is a marked reduction in the number of failures in all the distinctive subjects of this examination.

School Final Examination.

Class of school.	Number failed in—								
	English on paper.	Oral test in English.	History and Geography.	Mathematics.	Urdu and Hindi.	Drawing.	Physics and Chemistry.	Book-keeping.	Political Economy.
State	27	6	1	9	4	...	3	...	...
Aided	48	7	5	26	14	...	12	1	...
Unaided	7	1	...	3	...	...	1	...	2

The Special Vernacular Examination.

49. The special vernacular examination held by the University is growing in popularity. It was held in 1896 for the first time, and 77 candidates presented themselves, of whom 65 passed. In 1897 the number of candidates rose to 116, and the passes to 95. Candidates appeared from the Muir Central College, Queen's College, Bareilly College, Meerut College, Canning College, St. John's and St. Peter's Colleges at Agra, Kayasth Pathshala and the Lucknow Christian College; from five Government High Schools; and from some Aided Schools; and there were 15 private candidates.

Drawing classes.

50. *Results.*—The accompanying table shows at a glance the results in all classes from 1892-93 to 1896-97.

Number of candidates and passes in schools under departmental inspection from 1892-93 *to* 1896-97.

Year.	School Final.		Class II.		Class III.		Class IV.		Class V.		Class VI.		Total.	
	Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.	Candidates	Passes.	Candidates.	Passes.	Candidates.	Passes.
1892-93 ...	...	...	...	...	...	...	66	54	59	52	84	66	209	172
1893-94 ...	...	...	...	...	26	24	42	29	102	45	107	59	277	157
1894-95 ...	5	5	12	6	36	36	82	52	93	24	144	70	372	193
1895-96 ...	14	12	18	10	63	61	73	44	115	45	112	80	395	252
1896-97 ...	18	18	18	10	69	63	73	42	94	60	145	97	417	290

Note:—In this table the classes are numbered downwards from the School Final Class.

In the schools under departmental supervision the number of candidates has steadily risen year by year, and in 1896-97 there are more than twice as many candidates as in 1892-93, while the passes are nearly twice as many.

The results this year in the School Final are excellent, *viz.*, 18 passes out of 18 candidates; and the Middle Class results are nearly as good, as 63 passed out of 69.

In the School Final the Ramsay Collegiate School sent up one candidate, who passed. This result is not given with the general results, as this school is too inaccessible for the Inspector of Drawing Classes to be able to visit it.

Statement of candidates and passes in schools under inspection for the year 1896-97.

Name of School.	Number of candidates and passes in—													
	School Final.		Class II.		Class III.		Class IV		Class V.		Class VI.		Total.	
	Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.	Candidates.	Passes.
Jubilee High School, Lucknow ...	6	6	...	...	7	7	2	2	13	6	31	17	59	38
Fyzabad ditto	...	...	7	3	7	7	5	4	5	5	10	9	34	28
Allahabad ditto	1	1	1	1	6	5	3	3	2	2	5	4	18	16
Bareilly ditto	3	3	3	2	10	10	6	4	8	7	14	10	44	36
Kayastha Pathshala, Allahabad ...	3	3	1	1	7	6	4	...	4	2	2	2	21	14
Meerut Municipal School	5	5	1	...	1	1	2	...	7	4	20	8	36	18
Moradabad High School	...	...	...	...	8	8	1	1	5	3	14	12	28	24
C. M. High School, Lucknow ...	...	...	2	1	4	4	4	2	3	3	8	6	21	16
Jhánsi City High School	...	...	1	1	1	1	6	4	6	4	5	4	19	14
Cawnpore ditto	...	...	1	1	5	5	12	8	3	2	7	5	28	21
Benares Collegiate School ...	...	...	...	...	3	2	2	2	4	2	4	2	13	8
Sítápur High School	...	...	...	...	1	1	3	2	9	7	3	3	16	13
Etáwah ditto	...	...	...	...	...	...	2	1	3	2	2	2	7	5
Muttra ditto	...	...	...	...	...	...	4	3	5	4	6	5	15	12
Sahárunpur ditto	...	...	...	...	...	...	6	...	4	1	3	2	13	3
Aligarh ditto	...	...	1	...	9	6	11	6	13	6	11	6	45	24
Total 1896-97 ...	18	18	18	10	69	63	73	42	94	60	145	97	417	290
Total 1895-96 ...	14	12	18	10	63	61	73	44	115	45	112	80	395	252

Statement of candidates and passes in schools not under inspection for the year 1896-97.

Name of School.	Number of candidates and passes in—				Remarks.
	School Final.		English Middle.		
	Candidates.	Passes.	Candidates.	Passes.	
Ramsay Collegiate School, Almora,	1	1	...	...	
Mufid-i-Am School, Agra ...	...	...	4	2	
Middle School Aminabad, Lucknow,	...	...	1	1	
L. M. High School, Mirzapur ...	...	...	2	1	
Hanuman Seminary, Benares ...	...	...	1	1	
C. M. High School, Meerut ...	...	...	2	...	
Private Candidates	...	...	2	2	
Total ...	1	1	12	7	

The total number of candidates, therefore, for the School Final was 19 and 19 passed, and in the middle 70 passed out of 81.

The grand total, therefore, of candidates is 430, and the passes is 298. As the schools in the last list are not under inspection, they were not examined in Classes IJ, IV, V, and VI. Figures showing the actual number of boys taking up drawing are therefore not available.

Drawing was started in 1892 in five selected schools, *viz.*, in the Allahabad, Bareilly, Fyzabad and Jubilee High Schools and in the Meerut Municipal Middle School. It is now taught in at least 22 schools, while there may possibly be others that take up the subject.

At first model drawing was taught in the middle section. This had to be given up as it was found that with the short time at the disposal of the boys no satisfactory progress could be made. The course in free-hand and geometry was, however, raised. Since then no further change has been made in the curriculum.

The teachers in most schools are men trained in the Mayo School of Art, Lahore; the Bombay School of Art and the Lucknow Industrial School have supplied the remainder.

During the year 1896-97 Mr. Crosse, the Inspector, had no time to inspect any schools taking up drawing, except those in Oudh on account of other duties. Now that drawing has made a sufficient start it may be treated as an ordinary subject, to be looked after by Inspectors in their own Circles, especially as the number of schools has grown so much that it is hardly possible for one Inspector to see after them all in addition to his own work.

The English Middle Examination.

51. The total number of candidates who appeared in the English Middle Examination amounted to 3,455, showing an excess of 232 over last year's figure. Out of these 361 came from foreign States, chiefly Rájputána. There were also 3 girls not included in the statement prefixed to paragraph 46. The percentage of passes in the North-Western Provinces and Oudh taken by themselves amounts to 28·9. In foreign States the percentage of success amounts to 25·2.

Comparing the results of special classes of schools with those of the preceding year we find that the percentage of passes has fallen everywhere. In Government Schools it has fallen from 45 to 39; in Aided Schools from 40 to 34, and in Private Schools from 30 to 19. The percentage among private candidates has fallen from 11 to 5. Private candidates appear to be enlisted by the Head Masters rather too freely. The results of the examination show that the great majority of them come up to the examination totally unprepared. The Government Schools have done well on the whole; exceptions will be noted hereafter.

The Examiners have done their work satisfactorily.

The system of appointing a Head Examiner in each subject appears to work well.

The percentages of success in the various subjects of the examination for the years 1897 and 1892 are exhibited for comparison in the following table :—

Class of schools.	1897.								1892.			
	Translation.	English.	Mathematics.	History and Geography or Science.	Vernacular.	Classical language.	Drawing.	Book-keeping.	English.	Mathematics.	Second language.	History, Geography and Science.
Government ...	67	47	66	69	89	74	92	12	70	53	79	56
Aided ...	63	43	61	63	80	65	76	59	60	43	64	39
Unaided ...	50	27	46	46	81	59	89	50	34	23	50	23
Private ...	34	13	26	22	58	39	67	25	29	18	45	19

The results in English have yearly shown a falling off for the last four years, but this may be attributed to the gradual raising of the standard; the papers in this subject are said to have been considered more difficult than usual, and to account for the large number of failures. But the Registrar of the examination does not concur in this, and he says no complaint was received on this account, except one from Lucknow.

The Inspector of the First Circle, Mr. Welby, thinks that the general failure in English is due in a great measure to carelessness on the part of teachers, who indolently let any imperfect answer pass unchallenged in the daily lessons, which cannot be allowed to pass muster in an examination: the training of teachers, towards which a step has been taken during the year, will eventually improve the work of the schools and make it a fitter preparation for the ordeal by examination, in addition to fulfilling more effectively its primary object, *viz.*, the education of the mental faculties. It will also be noticed that a new element has been introduced into the examination in this subject; the separate paper in English Grammar has been done away with, and a fairly high standard of correctness in translation from a Vernacular into English, *viz.*, 20 marks out of a maximum of 75, has been demanded this year for the first time. This should secure greater attention to this branch of the study of English in future. The change commends itself, in that it insists upon some practical knowledge of the language and some capability of using it, in place of mere text-book grinding, or the unintelligent cramming of the rules of grammar without reference to their practical application. Those who are familiar with the results of school work in these Provinces will recognise that the change has not been made before it was called for. The other subjects that have been introduced since 1892, are due to the *bifurcation* of studies, which came into force in the schools in July 1892, and which was therefore provided for for the first time in the examination of the year 1894, since the Middle School course extended over a period of two years. In 1894 drawing was allowed as an alternative instead of some classical language. The other changes or additions were made in the examination of 1895. The results in mathematics exhibit considerable fluctuations, but the subject appears to be now taught more successfully than it used to be. There has been an improvement in history and geography. The failure of candidates from Government Schools in book-keeping is particularly noticeable; but it loses its importance when it turns out that the calculation of the percentage is based on the success of only eight candidates. The subject has not yet taken hold of the schools.

The chief defects pointed out by the examiners in each of the several subjects, and their recommendations, are given below:—

English Reader and Grammar.—Answers fair on the whole, but explanations and parsing poor. Knowledge of grammar scanty. Regular exercises in the class recommended.

Translation.—Handwriting and spelling bad. Knowledge of Grammar poor, disregard of the rules of sequence of tenses, &c. Conversational manual and special teachers to teach the subject recommended.

Arithmetic.—General want of knowledge of the principles. The students have been taught to work out questions mechanically. Imperfect knowledge of the tables of weights and measures.

Euclid.—Want of knowledge of the different divisions of a proposition. Propositions have been learnt by heart without making any attempt at understanding them. Bad handwriting and spelling. Hall and Stevens' and Bradshaw's Euclid recommended.

History.—In some cases answers were unnecessarily long. The style of composition much too wordy, and the answering careless. On the whole, however, there is improvement in the quality of the answers.

Geography and Sanitation.—Spelling bad; expression defective. Map drawing known only to very few. The results were on the whole satisfactory.

Science.—The result in the first paper (Science Primer) very unsatisfactory. Bad logic, irrelevant and redundant statements; loose and untechnical language, &c. The result in the second paper satisfactory.

Literary course (Urdu and Hindi).—Bad spelling and incorrect explanation. Idioms and words are not fully explained to the students. The results were, on the whole, satisfactory.

Translation and composition (Urdu and Hindi).—Translation too literal, rendering the sense obscure at times. The results on the whole very satisfactory.

Persian.—Bad spelling and handwriting. Composition and explanation poor. Knowledge of grammar scanty.

Sanskrit.—Deficient in translating easy Hindi sentences into Sanskrit. Knowledge of grammar very poor.

Drawing.—Average work very good specially in free-hand drawing.

52. The reports on the teaching of science for the last few years have been anything but satisfactory. Graduates from College with no training or experience as teachers were appointed to the science classes; and they set themselves too often to prime their pupils for the inevitable written examination, instead of leading them to an intelligent study of the subject. We seem to be almost as far off as ever from a supply of trained teachers of science; no provision has yet been made for them in the recently opened Training Class at Lucknow. With regard to the course of work in science (for in this subject there ought not to be merely a course of *reading*, as hitherto) the first part of a Manual of Practical Science has been prepared by Professor Murray, on lines approved by the Incorporated Association of Head Masters in England for adoption in schools; and it will be in use in English Middle Schools during the current year. A translation will be prepared eventually for the benefit of Vernacular Schools. The apparatus necessary for a student of Part I of the Manual will consist only of a centimetre scale, a straight edge, a protractor and a pair of compasses. There will be no need for any expenditure on elaborate apparatus; but without the above-mentioned articles, no student will be able to go through the course, which will be essentially a practical one.

53. The following schools have passed 70 per cent. or more of their candidates. The Government Middle School, Hamírpur, the Bahraich District School, and the Anglo-Vernacular School at Sandila (Hardoi) obtained similar honourable mention last year also:—

Number.	Name of schools.	Number of candidates.	Passed in division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
1	Government Middle School, Hamírpur...	4	...	1	2	3	75
2	District School, Bahraich	16	...	6	6	12	75
3	Ditto Fatehpur	18	3	8	3	14	78
4	C. M. High School, Lucknow	14	...	8	3	11	79
5	Anglo-Vernacular School, Sandila (district Hardoi),	8	...	4	3	7	88
6	Husainabad High School, Lucknow	15	...	9	3	12	80

The three first divisions gained by the Fatehpur School make these good results all the more creditable to the school staff; the same school also gained two distinctions in mathematics. The Jubilee School and the Mission School at Gorakhpur also both won two distinctions in mathematics.

There is a very long list of schools which have not passed 20 per cent. of their candidates, containing 43 names to 21 in the previous year:—

Serial number.	School.	Number of candidates.	Passed in division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
1	Government High School, Muttra	19	...	2	...	2	11
2	Ditto Middle School, Mainpuri	11	...	...	1	1	9
3	Ditto High School, Bánda	11	...	...	...	...	...
4	District School, Allahabad	55	...	7	3	10	18
5	Government High School, Sháhjahánpur	33	...	5	1	6	18
6	Victoria High School, Agra	28	...	3	...	3	11
7	Mufid-i-Am Middle School, Agra	46	...	1	4	5	11
8	Baptist Mission Middle School, Agra	8	...	...	...	...	...
9	Sikandra Orphanage (Middle School), Agra ...	2	...	...	...	...	...
10	C. M. S. Girls' Aided High School, Agra	1	...	...	...	...	...
11	Aided A. Mission A.-V. School, Muttra	9	...	...	...	...	...
12	Aided Mission High School, Mainpuri	11	...	1	...	1	9
13	Aided A.-V. Middle School, Kalpi (district Jalaun) ...	6	...	...	...	...	...
14	A.-V. School, Kakori, Lucknow	3	...	...	...	...	...
15	A. P. M. High School, Allahabad	13	...	1	1	2	15
16	Katra Mission School, Allahabad	11	...	2	...	2	18
17	City Anglo-Vernacular School, Allahabad	21	...	1	...	1	5
18	Colonelganj Subscription School, Allahabad ...	25	...	3	1	4	16
19	Diamond Jubilee School, Kara, Allahabad ...	8	...	...	...	...	...
20	Church Mission School, Chunar (district Mirzapur) ...	6	...	1	...	1	17
21	Bullock Middle School, Najibabad (district Bijnor) ...	12	...	1	...	1	8
22	Mission High School, Moradabad	12	...	2	...	2	17
23	Municipal English School, Sambhal, Moradabad ...	4	...	...	...	...	...
24	City Mission School, Budaun	16	...	2	...	2	13
25	Municipal Middle School, Deoband (district Saháranpur),	4	...	...	...	...	...
26	Victoria Jubilee Middle School, Khurja (district Bulandshahr).	9	...	...	1	1	11
27	M. A. O. Collegiate School, Aligarh	30	...	3	...	3	10
28	A.-V. Middle School, Bánda	4	...	...	...	...	...
29	Ikauna Estate School, Bahraich	4	...	...	...	...	...
30	Boundi Estate High School, Bahraich	7	...	...	...	...	...
31	Nanpara Ferrar Kaisari School, Bahraich	2	...	...	...	...	...
32	Gurnarain Khatri School, Cawnpore	12	...	...	1	1	8
33	Kayasth Pathshala, Allahabad	44	...	6	2	8	18

Serial number.	School.	Number of candidates.	Passed in division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
34	Hanuman Seminary, Benares	17	...	2	...	2	12
35	Town Middle School, Ballia	27	...	...	4	4	15
36	Arya Samaj Institution, Bareilly	18	...	...	1	1	6
37	Anglo-Sanskrit Dharm Sabha Institution, Bareilly ...	16	...	...	...	...	...
38	English Municipal School, Sahiswan (Budaun) ...	3	...	...	...	...	...
39	Anglo-Kshatriya School, Pawayan (Shájahánpur) ...	5	...	...	...	...	...
40	Unaided Training School, Dehra Dún	8	...	...	...	...	...
41	Unaided A.-V. School, Debai (Bulandshahr) ...	8	...	...	1	1	13
42	Municipal School, Kashipur, Naini Tal	6	...	1	...	1	17
43	Aided A.-V. Middle School, Kasganj (district Etah) ...	6	...	...	...	...	...

There is a large number of small schools that have done badly, and as a rule it may be taken that they have done at least as well as they deserved; it would be a good thing if some of them were to cease to exist, for they are doing harm in the name of education instead of providing in an effective way for the spread of real education. No doubt some, even of these, hold within them the promise and potency of a better future, being merely in their day of small things.

The appearance of the Collegiate School, Aligarh, in this list now for the third year in succession must demonstrate to the managers of the institution its extremely unsatisfactory condition; they are endeavouring to obtain the services of a competent Head Master; but it is evident that this cannot be the only change required to make the school efficient. In his annual report the Principal announces his intention in future to send his students up for the Punjáb Middle, in order to escape certain inconveniences felt in connexion with the English Middle Examination as conducted by the Department in these provinces. The Municipal Schools at Sambhal and Kalpi, the Arya Samaj and Dharm Sabha Institutions, both of Bareilly, and the school at Kara were also in last year's list. The Town School, Ballia, appears in this connexion for the fourth year running. Many of the schools maintained or aided by Municipal Committees are so inefficient that one may well wonder what useful purpose they serve; their great recommendation in the eyes of those who manage as well as of those who make use of them is not that they are good, but that they are cheap; and the funds expended on them are often quite insufficient for the maintenance of an efficient staff of teachers. The committees are sometimes determined to keep up an Anglo-Vernacular School, however indifferent, or even bad it may be, rather than a thoroughly good Vernacular School. Since municipal funds are public and not private monies, it is important that their expenditure on education should be governed by the rules which it has been found desirable to lay down in the analogous case of schools under District Boards in order to save money from being wasted, or to obtain fairly good results. A thorough reformation is needed in many or most of these schools, if they are to be allowed to continue in existence as a charge on public monies. A step in this direction has been taken in the issuing of Government orders placing these schools under the same rules as schools maintained or aided by district funds, as regards the rates at which fees are to be levied. Among the large schools included in the above list, the Allahabad District School may be expected to obtain much better results in future, now that the staff has been largely reconstituted. The Mufid-i-Am School, Agra, seems scarcely to live up to its name; and there is plenty of room for improvement in the middle section of the Kayasth Pathshala. The appearance of seven Allahabad schools in the list is remarkable; they sent up in the aggregate 177 candidates and passed only 27, or 15 per cent. Agra contributes five schools to the list, and several other places are represented by two or more. Some of these towns seem to want the leaven of a good local school to set a higher standard before them. The ill-success of the Government School at Sháhjahánpur is attributed to the changes in the staff during the term; and to the admission into the class of boys who were in no way fit for it, during the absence of the regular master. The failure of the Government Schools at Muttra, Mainpuri, and Bánda has not been noticed by the Inspector of the First Circle, but he has been asked to report regarding it. At his request papers of some of the candidates of the Bánda School were re-examined by the Registrar, Dr. Thibaut, who found no reason to raise the marks allotted by the examiners. The Kara School has been reorganised in connexion with the Queen's Diamond Jubilee, and there is some prospect of an improvement in its position. The City Anglo-Vernacular School, Allahabad, failed as conspicuously as at the entrance, passing only one out of 21 candidates.

Defects in teaching.

54. I called for a detailed report from the Inspectors of the teaching of each subject in the course, and the views expressed by Mr. Dela Fosse in the following extract are in the main true with regard to the other circles as well.

"*English.*—In all classes the great defect is mispronunciation. The habit of faulty and careless pronunciation is acquired in the lower classes, and when once acquired is never wholly got rid of. It is in my opinion due almost entirely to the class of men who are employed as junior teachers. Being mostly men of little education they do not themselves know how to pronounce English words. In making annual inspection of schools I have generally made the teacher read the passage for dictation to the class. I have never yet found one who could read properly or pronounce correctly. It naturally follows that the boys of the class also cannot read or pronounce. In the lower classes of schools it is almost invariably the practice to read English as if it were the Vernacular, with the same mode of emphasis and intonation, and with a total disregard of punctuation and of sense. In the highest classes the effects of this method are distinctly traceable. The practice of using keys and learning explanations by heart is not discouraged as it ought to be by teachers. It saves the teacher himself trouble in the preparation of his lesson, and is believed to be the most useful device for passing examinations. As a natural result the intelligence of boys remains uncultivated, and they never learn how to do work for themselves.

"*Vernacular.*—The Vernacular is more or less neglected in most Anglo-Vernacular Schools. This is particularly noticeable when there are many Bengali boys. They are always backward in this respect, but little effort seems to be made to overcome this defect in them. Generally speaking the writing of the vernacular is very bad. The difference between the writing of village school boys and boys in English schools is not creditable to the latter. The neglect of the vernacular is a common cause of complaint; but Head Masters and teachers though they deplore it, do very little to overcome it, and certainly do not exact a high standard in this respect from their pupils.

"*Mathematics.*—The different branches of mathematics are on the whole fairly well taught in most schools, with the exception perhaps of mensuration; but no school has been able as yet to bring the lower classes up to the standard required by the new curriculum. Not sufficient attention is paid to neatness in working out answers. Boys are allowed to show up their work in any form, and sometimes it would seem that the teacher is satisfied so long as the answer is correct without examining the method by which it may have been obtained.

"*Geography and History.*—These subjects are generally very unintelligently taught. In both, teachers merely exact the words of the book without troubling to inquire if their pupils really know what they mean. Their excuse is that the boys, from their limited knowledge of English, cannot understand; but that this is not so is proved by the results obtained by painstaking and intelligent teachers. In the London Mission School, Benares, and at the District School at Fatehpur, I was agreeably surprised to find that the boys on the whole understood and took an interest in both subjects. In one or two schools which annually obtain satisfactory results in the entrance and middle examinations the method adopted in teaching history and geography is to neglect these subjects for the greater period of the course and cram the boys up in them during the last few months.

"With the exception of the London Mission School, Benares, the science classes are not a success in this circle. One or two schools are attempting to teach the subject without qualified teachers and without any apparatus. Such a method is worse than useless. Unless a school is properly equipped for teaching science it would be better to leave the subject alone. There is, besides, the impression among boys that the entrance course is easier than the school final, another reason why physics and chemistry are not popular. Science teachers though well up in their book work often fail to make the subject interesting. They do not make sufficient use of practical demonstration, because they have not been accustomed to performing experiments themselves. Their experiments are apt to fail, and their demonstrations are unskilful; so that students find the subject dull and unprofitable. Very little real progress is made at present, and students rely for purposes of examination upon an unintelligent attempt at memorising the words of what they consider important passages in their text-books. Some more suitable text-books for Indian students might with advantage be introduced; but in the hands of a really able teacher the present text-books may be made to do well enough. The fault at present lies not so much with the Science Primers as with the Science teachers.

"In accounting for the decreasing popularity of drawing the Head Master of the District School, Cawnpore, reports that students are not willing to run the risk of losing their promotion, by failing in this one subject at the single test held at the end of a year's work. He suggests that if the work of the whole year were taken into consideration and the drawing books in daily use inspected, there would be less uneasiness and uncertainty in the minds of students as to the result of their examination in this subject, and more would then take up drawing.

Boarding-houses.

55. The statistics of boarding-houses attached to District Schools are here given in the usual form, the comparison being made with the year 1891-92. The number of boarders shows a decrease, and is in fact much below that of any other year of the quinquennium. The prevalence of the famine has probably had some part in producing this result.

Circle.	Average monthly number of boarders during 1896-97.				Average monthly number of boarders during 1891-92.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
1st Circle	5	140	145	707	17	145	162	753
2nd ditto	40	114	154	822	35	121	156	613
3rd ditto	7	157	164	874	23	166	189	793
4th ditto	21	310	331	1,974	23	338	361	2,305
5th ditto	...	...	...	...	...	...	...	...
Total ...	73	721	794	4,377	98	770	868	4,464

There is no boarding-house attached to the District School, Almora, which is rather a Divisional than a District School, in that it serves Garhwál as well as Almora; it is to be regretted that the promoters of the school are under the impression that they have a definite grievance here, since they allege that a promise was given them that they should have both a boarding house and a playground provided for the school. The Government Middle School at Bilgram (Hardoi) is also without a boarding house.

Conduct of students and moral instruction.

56. There have been a few cases of attempts to use unfair means in examinations; and we are unlikely to be wholly free from them. The natural consequence of being found out is expulsion from the examination and rustication. Generally the conduct of the boys has been such as to give no special grounds for complaint, though there was one instance of a conspiracy among the entrance class boys to defy the regulations of the University and the authority of the Head master, for which the offenders were promptly punished. An improvement in the bearing and tone of our students is noticed, and is perhaps rightly attributed in a great measure to the effect of the physical training and outdoor sports, which are becoming more and more part of our system of education. Teachers, too, are beginning to realise that something more than mere lesson teaching may with justice be demanded of them, and they do something to impress on each boy his duty to his school.

Moral instruction is definitely provided only in Missionary Schools and at the Amroha High School, where a few Muhammadan boys receive regular instruction in accordance with sanction given to the proposals of Nawab Muhammad Mushtaq Husain. The plan seems to have been taken advantage of by only a limited number of Muhammadans—, the Sunis—and not by any of the Hindu community.

General progress of English education.

57. On the surface there does not appear to be much sign of progress in Anglo-Vernacular education during the last year or during the last five years. New conditions have given unaided schools a chance that they had not under the old order of things; and they are showing themselves not unmindful of their opportunities. But apart from the record of numbers, there is reason to believe that there has been considerable improvement in the methods of imparting instruction, and in the thoroughness and carefulness of the teachers. It is hoped that the reforms introduced during the last few years, now that the unsettlement caused by their introduction has had time to subside, will bring about the other improvements which they were designed to effect, and that English education, being placed on a sounder footing, will gain in intrinsic value and in popularity at the same time.

The supply of teachers.

58. In the absence of trained teachers for Anglo-Vernacular Schools, the qualifications of applicants have to be judged almost entirely by their academical attainments. The small pay attached to the lower posts has made it impossible to retain the servi-

ces of any competent man in charge of the junior school classes in many places. In District Schools there are many posts on Rs. 10, 12, or 15 a month, for which sum a teacher with the necessary knowledge of English is of course not available. The postponement of the commencement of the study of English until a boy joins the upper primary section will make it feasible to appoint vernacular teachers who have passed through the normal school, to these posts in future, not only in the lower but also in the upper primary section, if arrangements are made for another and properly qualified master to take the latter section in English. Some high schools have senior masters who are far from being qualified for their work. The majority of the older men do little or nothing towards self-improvement, and have no idea of method in teaching. One Inspector says, and his remark is borne out by the testimony of other Inspectors, as well as by my own observation, that every State school is hampered by the presence of one or two teachers quite unfitted for their work. Having originally taken to teaching as the last resort, they have sometimes grown old in service while still receiving low salaries. Disappointed of promotion and without energy, they become a drag upon the school to which they belong. They are usually put in charge of lower classes, where their method of imparting instruction must discourage their pupils, and give them a distaste for learning. It is very difficult to know what to do with these men, and the obstacles in the way of getting rid of them on the ground of incompetence or laziness are almost insuperable. The presence of such men in the department is due generally to the fault of Head Masters. When a post of Rs. 10 or Rs. 15 falls vacant, they exercise very little care in selecting the man to be recommended to the Inspector for the post. They seem to think that because the pay is small the post is unimportant, forgetting that when once their nominee is permanently appointed, he will probably remain through all his days in the service of the Education Department. Aided schools have the advantage as regards their power of dispensing with the services of unsatisfactory teachers, and on this account are able to obtain better work from them.

The opening of a Training College and the regulation requiring English teacherships in State and Aided Schools to be filled up by the appointment of trained men, will do much to set these matters straight, but it will be long before the schools are cleansed of these useless old hands.

Grants-in-aid.

59. The following remarks by Mr. Dela Fosse are worth notice. As a matter of fact his suggestion in favour of fixed grants for a series of years to some of the larger and older schools has been anticipated in certain cases, but it might with advantage be more extensively adopted.

"A point of the greatest importance to the cause of education is the working of the Grant-in-aid system. A strict enforcement of its rules is essential, but at the same time it is clear that there is under this system a tendency to stereotype educational methods and to reduce all schools to a single pattern, without allowing them a chance of devolopment according to their own inclinations or to local requirements. In the case of the smaller schools and those not long established it is well, generally speaking, that they should be made to conform strictly to the rules; but in the case of a few of the larger and longer established schools it might be advisable to allow them a greater freedom than at present. Their grant might be fixed upon certain guarantees for a period of from three to five years. There are years of success and years of failure in the life of every school, and it is not always expedient to judge of the educational value of a school by the result of a single year's work. The present system of fixing the grant according to the result of the Inspector's visit and the University and Departmental Examinations has a depressing effect upon some of the best aided schools; and it is possible that under this system their work may not invariably be judged correctly. Certain schools which have held a high position for a long time, or about the efficiency and financial stability of which there is no doubt, might be treated on a different system in the fixing of the grant-in-aid. This would reduce the feverish anxiety to appear well at the Inspector's visit, and to pass by every sort of means as many students as possible at the public examinations. There might then be less incentive to cram and more real teaching done than at present."

Municipal Schools.

60. Mention has been already made of the unsatisfactory condition of Municipal Schools. The following remarks bearing on this subject are made by Mr. Budden who has had experience as an Inspector in three circles:—

"I notice, however, from the returns that no fees have been shown by some of the Municipal Schools in their returns. They have apparently shown gross expenditure in the statistical return without deducting *fees*. Corrections have been made after inquiries in several cases, and further instructions on this point will be issued for future guidance. These Municipal Schools, as they do not receive any grant-in-

aid from local funds, are not inspected by the department; and except from the annual returns submitted by them and the few boys some of these occasionally succeed in passing in the Middle Class Anglo-Vernacular Examination, nothing is known about them. This is hardly a desirable state of affairs: but such schools seem often to be the pet hobbies of Municipalities, or of individual members of Municipal Boards, who resent interference."

I believe this is also the case with many Vernacular Municipal Schools; but to my mind it would be far better for the schools individually, as well as for the cause of education as a whole, if all Municipal Schools were required to levy fees and were inspected and reported on by the officers of the Educational Department.

I find Municipal Schools referred to in the District reports, and have culled the following specimens of this class of institution :—

The Sambhal Municipal English School, district Moradabad. The total expenditure was Rs. 1,200-7-0 met by Municipal contribution and fees. No boy passed the Middle Class Examination. The school does not seem to be in a very satisfactory state. In the Chandausi Municipal English School, the result of the Middle Class Examination is not good. Only one out of nine candidates passed. The total expenditure was Rs. 1,773, met by Municipal contribution and fees.

There were four Municipal Anglo-Vernacular Primary Schools in the Meerut district, *viz.*, at Baghpat, Barout, Sardhana, and Mawana.

The enrolment of these schools varies from 18 to 40, and the average number in a class is between five and six.

Baghpat has two classes containing one boy each, and another class with two boys. It has five classes altogether.

Educational qualifications for Government service.

61. Higher education shows retrogression in Mirzapur. Among the causes of this the Head Master mentions recent Government resolutions doing away with Middle Examination certificates for posts under Rs. 15 per mensem. He says:—

"The Middle Examination was considered a passport to public service, and this used to attract a number of students to the District School, but by the recent Government Resolution posts up to Rs. 15 can be obtained without passing any examination. This Resolution of Government, though most benevolently intended, has led a large number of pupils, before obtaining the middle class certificate, to give up their studies in order to seek employment under Government. I hear several of these illiterate pupils have already found employment under famine relief works as clerks and moharrirs, and they are quite content with their present condition."

This extract shows, unless the Head Master is misinformed, that the orders of Government on the educational qualifications required as a condition of entering Government service have been strangely misunderstood. What has been taken as the orders of Government were certain recommendations made by a Committee to whom the question was referred for inquiry and report. The orders of Government are distinct, that as regards clerical appointments in Vernacular offices which carry pay of Rs. 10 and upwards, other than those specially excepted, the Middle Vernacular examination shall be the standard; but preference shall be given to those who have passed the Middle English, and still more to those who have passed the Entrance examination. Further, no one can ordinarily be appointed or promoted to any clerical post carrying a salary of Rs. 25 per mensem or upwards in the English offices under the control of Government unless he has passed either the entrance or the school final examination, and preference is to be given to those candidates who possess a degree. But the orders in question appear to allow of appointments of less than Rs. 25 per mensem in English offices being conferred without any prescribed educational requirement; and if they are intended to supersede and not merely to supplement the previously existing orders issued in 1877 (*vide* page 111, Department III, Volume I, of the Manual of Government Orders) they would unquestionably withdraw a certain encouragement to English education, which has hitherto been operative in these provinces.

The future of Branch Schools.

62. The question of the position of branch schools was raised in last year's report, and suggestions were made and departmental orders thereupon issued, which have not been found generally acceptable, and which it has been impossible to carry into effect. These schools are in reality the primary sections of District High or Middle

Schools, and when it was found that there was insufficient accommodation for them in the main school building, room was provided for them elsewhere. But this does not seem any adequate reason for proceeding, as was done, to separate the branch from its parent stem, and to treat it as a distinct institution; it remained under the management of the head master, but matters were complicated by giving him the fees levied and the grant earned by the branch under the grant-in-aid rules, instead of allowing him a sanctioned establishment payable from district funds. In some cases this plan was a very extravagant one, and cost the district so much more than it should have done, or would have done, had the branch remained part of the District School, that considerable savings were accumulated. The proposal made last year was that the process of severance should be carried still further, that Head Masters should be forbidden to have anything to do with the branches, which should be made over to the Municipal Committees to maintain or abolish as they might please. If they were continued they were to be regarded as Vernacular Primary schools in which English is taught, which would create further confusion, for such a school, according to accepted classification, is not a Vernacular but an Anglo-Vernacular School. If a Municipal Committee decided to abolish the school, it was to be at liberty to do so, and the District School might be left without any preparatory classes in the place leading up to it and laying the foundation of an English education. In fact, the ground was to be cut away from under it. In consequence of the difficulties that arose the matter has had to be reconsidered, and is now before Government. Several Municipal Committees objected to take over the schools; and as a sample of the views entertained by district authorities regarding the question I quote the following opinion of the Deputy Commissioner, Rae Bareli :—

"There are two branch schools here attached to the District School, the one in the Fort and the other in the Bazar. They have hitherto been very useful feeders to the Zila School. The Departmental authorities wanted to make them over to the Municipal Board, but the management in force proved a great success and consequently it was found advisable to let them continue under the District Board's control as they have hitherto been."

CHAPTER VI.—VERNACULAR SCHOOLS FOR BOYS.

Section A.—General.

Division.	District.	District and Municipal schools.										Schools aided by District and Municipal Boards.										Expenditure.				Total expenditure for 1891-92.
		Number of schools on 31st March 1897.				Number of schools on 31st March 1892.	Number of scholars on 31st March 1897.				Number of scholars on 31st March 1892.	Number of schools on 31st March 1897.				Number of schools on 31st March 1892.	Number of scholars on 31st March 1897.				Number of scholars on 31st March 1892.	Public funds.	Fees.	Other sources.	Total.	
		Middle.	Upper Primary.	Lower Primary.	Total.		Middle stage.	Upper Primary stage.	Lower Primary stage.	Total.		Middle.	Upper Primary.	Lower Primary.	Total.		Middle stage.	Upper Primary stage.	Lower Primary stage.	Total.		Rs.	Rs.	Rs.	Rs.	Rs.
AGRA.	Muttra ...	6	18	71	95	98	142	783	3,933	4,858	3,871		1	...	1		...	5	17	22	...	14,915	1,160	139	16,214	15,557
	Agra ...	7	26	96	129	131	121	697	4,019	4,837	4,712	..	...	24	24	1	...	...	428	428	42	20,123	2,103	696	22,922	22,257
	Farukhabad ...	7	16	81	104	98	106	632	3,148	3,886	3,595	...	...	41	41	...	...	...	624	624	...	15,391	1,389	1,011	17,701	14,732
	Mainpuri ...	4	13	83	100	91	125	521	2,781	3,427	2,601	...	...	21	21	...	...	...	317	317	...	13,161	1,272	...	14,433	13,062
	Etáwah ...	7	14	64	85	84	174	592	2,741	3,507	3,082	...	1	...	1	...	...	5	38	97	...	14,205	2,023	82	16,310	14,687
	Etah ...	4	23	71	98	89	141	687	3,380	4,158	3,110	...	...	19	19	4	...	13	310	325	363	15,670	1,459	954	18,083	16,937
BUNDELKHAND.	Jhánsi ...	4	8	49	61	45	42	272	1,428	1,742	1,626	...	...	11	11	...	...	...	311	311	...	7,641	681	56	8,378	6,532
	Jalaun ...	6	6	50	62	71	95	289	1,880	2,264	2,087	...	...	23	23	...	...	6	501	507	...	9,556	852	211	10,619	9,626
	Lalitpur ...	3	8	34	45	39	26	189	1,235	1,450	1,486	...	...	1	1	..	...	...	33	33	...	7,658	262	...	7,920	5,171
	Bánda ...	7	25	94	126	122	84	448	3,037	3,569	3,966	1	1	2	4	1	22	30	169	221	74	17,494	634	212	18,340	17,899
	Hamírpur ...	6	16	57	79	72	65	343	2,209	2,707	2,718	...	...	19	19	...	...	9	328	337	...	12,412	195	...	12,607	11,756
LUCKNOW.	Kheri ...	4	41	18	63	54	104	316	2,435	2,855	2,467	...	...	18	18	...	...	...	492	492	...	10,061	608	...	10,669	11,044
	Sitapur ...	5	68	86	159	87	78	749	4,984	5,811	2,882	...	...	...	...	...	...	...	...	...	...	14,534	2,267	...	16,801	18,829
	Lucknow ...	6	37	33	76	55	59	527	2,658	3,244	2,448	...	...	2	2	1	...	...	65	65	72	13,040	1,684	330	15,054	13,882
	Hardoi ...	6	31	74	111	92	103	696	3,420	4,219	4,138	.	2	18	20	...	...	0	463	469	...	16,820	1,438	...	18,258	19,051
	Unao ...	8	42	57	107	85	120	653	3,581	4,354	3,386	...	1	1	2	...	...	12	74	86	...	14,853	2,523	236	17,592	17,972
	Rae Bareli ...	4	66	20	90	92	64	811	3,314	4,189	4,090	...	4	42	46	...	...	10	1,525	1,535	...	15,638	1,988	...	17,626	17,271

Fyzabad.	Bahraich	...	2	48	17	67	65	35	465	2,100	2,600	3,017	1	1	...	2	1	3	18	125	146	104	9,884	1,450	560	11,894	12,177
	Gonda	...	4	72	19	95	90	73	708	3,092	3,873	3,468	1	2	10	13	22	9	28	355	392	730	14,864	795	1,284	16,943	20,362
	Fyzabad	...	3	64	1	68	68	72	835	3,096	4,003	3,567	...	...	35	35	...	...	...	1,183	1,183	...	11,872	652	...	12,524	12,315
	Sultánpur	...	3	68	22	93	70	79	796	3,610	4,485	3,181	...	...	50	50	...	...	...	1,324	1,324	...	14,123	1,332	...	15,455	12,605
	Partábgarh	...	3	59	6	68	64	51	734	2,584	3,369	2,830	...	5	59	64	...	...	58	1,798	1,856	...	12,724	1,213	...	13,937	11,983
	Bara Banki	...	7	71	39	117	94	107	963	3,978	5,048	4,427	...	...	2	2	...	...	...	46	46	...	18,089	3,447	...	21,536	21,402
Allah-abad.	Cawnpore	...	8	54	78	140	129	145	749	5,541	6,435	4,653	...	...	16	16	...	...	...	428	428	...	21,039	2,941	...	23,980	22,027
	Fatehpur	...	8	15	72	95	102	78	350	2,524	2,952	3,129	...	...	...	...	...	...	...	...	...	...	12,873	2,344	...	15,217	15,132
	Allahabad	...	8	47	79	134	123	116	553	3,508	4,177	4,170	...	...	83	83	...	...	...	1,765	1,765	...	20,872	2,190	...	23,062	19,338
	Jaunpur	...	7	46	59	112	107	121	561	3,989	4,671	4,662	...	...	41	41	...	...	...	1,226	1,226	...	17,893	1,452	...	19,345	15,965
	Mirzapur	...	6	20	91	117	110	86	281	3,805	4,172	3,477	.	4	8	12	6	...	53	631	684	350	13,238	914	1,802	15,954	15,532
Benares.	Gorakhpur	...	10	148	64	222	159	271	1,019	7,779	9,069	6,434	1	3	9	13	5	20	21	418	459	352	24,557	1,398	120	26,075	23,747
	Basti	...	7	27	64	98	105	104	484	3,502	4,090	4,294	...	8	80	88	...	...	73	2,809	2,882	...	14,390	1,437	...	15,827	14,818
	Azamgarh	...	10	81	18	109	108	243	909	4,491	5,643	4,641	...	6	45	51	3	...	21	1,279	1,300	85	19,510	2,660	674	22,844	20,212
	Benares	...	4	72	13	89	92	114	612	3,865	4,591	4,314	...	3	31	34	...	...	7	1,126	1,133	...	12,385	110	...	12,495	10,284
	Gházipur	...	6	32	50	88	95	162	645	3,529	4,336	4,064	1	7	96	104	...	21	33	3,341	3,395	...	15,109	1,270	362	16,741	14,077
	Ballia	...	9	61	16	86	73	194	686	3,319	4,199	3,277	...	9	86	95	2	...	114	3,429	3,543	122	14,683	1,763	36	16,482	13,906
Rohilkhand.	Bareilly	...	5	39	49	93	83	189	734	3,909	4,832	3,444	...	...	26	26	1	...	1	511	512	41	16,702	2,450	60	19,212	15,676
	Bijnor	...	7	73	7	87	86	188	636	2,561	3,385	3,184	...	1	105	106	1	...	38	2,144	2,182	67	14,314	2,450	324	17,088	15,910
	Budaun	...	10	77	28	115	93	258	699	3,103	4,060	3,376	...	...	4	4	44	...	...	56	56	1,164	16,981	2,102	...	19,083	18,419
	Moradabad	...	8	77	32	117	98	201	734	3,728	4,663	4,053	...	2	3	5	2	...	13	144	157	142	18,131	2,238	115	20,484	18,619
	Sháhjahánpur	...	7	62	29	98	84	172	756	3,876	4,804	3,800	...	...	7	7	...	...	...	150	150	...	15,226	1,560	...	16,786	17,824
	Pilibhít	...	3	43	2	48	53	87	444	1,774	2,305	2,531	...	10	20	30	...	...	22	843	865	...	8,873	1,183	...	10,056	8,221
Meerut.	Dehra Dún	...	1	11	10	22	22	10	106	589	705	596	...	1	1	2	1	...	2	85	87	72	2,953	166	359	3,478	3,560
	Saháranpur	...	8	68	16	92	93	122	643	2,541	3,306	3,270	1	...	48	49	1	3	7	1,349	1,359	26	12,746	2,262	1,161	16,169	12,996
	Muzaffarnagar	...	10	79	8	97	95	183	766	2,658	3,607	3,236	1	1	34	36	...	5	11	954	970	...	14,754	3,062	565	18,381	15,201
	Meerut	...	7	118	5	130	139	257	1,157	3,697	5,111	4,518	...	9	155	164	1	...	68	2,940	3,008	70	21,726	4,043	1,767	27,536	26,462
	Bulandshahr	...	12	84	2	98	99	264	994	3,219	4,477	4,127	...	12	40	52	1	...	63	1,181	1,244	65	15,754	3,275	783	19,812	16,847
	Aligarh	...	8	105	21	134	140	204	1,198	4,549	5,951	4,317	...	7	37	44	1	...	22	1,006	1,028	32	20,689	4,370	156	25,215	22,968
Kuma-un.	Naini Tal	...	1	2	37	40	14	24	47	983	1,054	441	...	...	...	...	...	...	...	...	...	...	1,359	49	3,024	4,432	1,264
	Garhwál	...	2	4	87	93	42	45	94	3,398	3,537	1,770	...	...	...	...	...	...	...	...	...	...	7,401	132	...	7,533	4,163
	Almora	...	1	4	74	79	105	33	208	3,161	3,402	4,279	1	13	3	17	14	4	41	628	673	678	10,201	205	2,779	13,185	12,846
	GRAND TOTAL	...	289	2,289	2,153	4,731	4,300	5,937	29,721	1,58,331	1,93,989	1,66,812	8	114	1,376	1,498	113	87	866	38,969	39,922	4,651	6,98,977	79,453	19,858	7,98,288	7,33,123

63. The preceding tabular statement is meant to give a general view of the position of vernacular education in each district, the number and distribution of schools and scholars, the expenditure incurred and the fees collected; the figures for the year 1896–97 are also compared with those for the year 1891-92, so that the numerical progress made during the five-year period in this, the most important branch of educational work, may be easily gauged.

District and Municipal schools have increased in number from 4,300 to 4,731, of which 4,442 are of either the lower or upper primary grade, between which they are divided nearly evenly. Aided schools scarcely existed in 1892, and their number went on dwindling, until last year only 61 were returned. This year a special grant for the encouragement of these schools has brought their number up to 1,498; all the new schools except one are of the primary grade.

During the same period the number of boys in District and Municipal schools has increased by 27,177; while in aided schools it is 39,922 instead of 4,651. The total therefore shows an increase of 62,448 or 36 per cent. Last year's report showed only 3,149 scholars in aided vernacular schools on 31st March; the enrolment in these schools has therefore increased during the year by 36,773.

The only Division showing a decrease in the number of board schools is Meerut, a result in which every district has its share except Dehra Dún and Muzaffarnagar, which remain stationary. Other districts returning a diminished number are Muttra, Agra, Jalaun, Rae Bareli, Fatehpur, Basti, Benares, Gházipur, Pilibhít and Almora.

The districts returning the greatest increase in the number of board schools are Garhwál, Sítapur, Gorakhpur, Sultanpur, Unao, Budaun, Bara Banki and Naini Tal, the start made in these districts is, however, entirely the result of the last year's activity, and is due in most cases to the special allotment for the encouragement of vernacular primary education being expended mainly on opening new district board schools, as some of them return few aided schools, or none. The Benares and Meerut Divisions show the greatest addition to the number of aided schools; the districts which similarly come to the front being Meerut, Bijnor and Gházipur, each of which has a list of more than a hundred new aided schools.

In the following six districts there is a decline in the total number of boys receiving vernacular education in board and aided schools, *viz.*, Lalitpur, Bánda, Bahraich, Fatehpur, Moradabad and Almora. The misfortunes of a year of severe famine must have contributed something to this result, but it is remarkable that even in board schools, there has generally been an increase in the roll during the year, notwithstanding the wide-spread distress.

64. The rise in expenditure, Rs. 65,165, in five years, is for the most part accounted for by the expenditure out of the special allotment for primary education made in 1896-97; apart from this there has been very little increase anywhere. The annual changes in enrolment, expenditure and the incidence of cost per scholar, and in particular the effect of the last year's operations in increasing the number of scholars and decreasing the incidence of the cost per scholar, may be traced in the following tabular statement. The only item of school income that has shown a steady increase, not even checked by the famine, is that derived from fees.

Statement showing the annual changes in enrolment, expenditure, and incidence of cost per scholar.

Year.	Average number on the rolls monthly during the year.	Expenditure.				Incidence per scholar.
		Local and Municipal Funds.	Fees.	Other sources.	Total.	
		Rs.	Rs.	Rs.	Rs.	
1896-97	2,19,207	6,98,977	79,453	19,858	7,98,288	3·6
1895-96	1,75,390	6,61,301	75,022	16,148	7,52,471	4·3
1894-95	1,76,107	6,65,255	72,355	15,904	7,53,514	4·3
1893-94	1,75,579	6,66,308	68,492	17,476	7,52,276	4·3
1892-93	1,65,399	6,47,889	63,476	17,114	7,28,479	4·4
1891-92	1,64,919	6,53,919	59,961	19,243	7,33,123	4·4

The annexed district list has been drawn up to show the expenditure in proportion to the population, and the percentage of boys of school age under instruction. It is clear at a glance that the liberality shown towards vernacular education varies enormously in different districts, being twelve times as great in Jalaun, Lalitpur, Bánda and Hamírpur as in Naini Tal. It is also evident that the same amount of money is made to go much further in some districts than others; for instance Rs. 54 per mille in Lalitpur is only as effective in bringing the people under some kind of

instruction as less than half the expenditure in Sítapur, and this although there are practically no aided schools in either, so that there is merely district board education in each. It is, however, somewhat remarkable to find that money goes further in Sítapur where there are no aided schools, than in Meerut where they abound. It cannot moreover escape notice how backward some districts are in comparison with others so far as figures can show; in Partábgarh, for instance, only one per cent. of the boys of school age are found in school, while in Bijnor there are 15 per cent. under instruction. It will, however, be seen hereafter that the value of the Bijnor instruction is rather doubtful, and the stability of the new schools uncertain.

Expenditure from Provincial, Local and Municipal funds on Vernacular Education.

District.	Net expenditure per mille of the population after deducting fee income.	Percentage of boys of school age under instruction.	
	Rs.		
Muttra	40	9	
Agra	27	6	
Farukhabad	33	7	
Mainpuri	32	6	
Etáwah	36	6	
Etah	41	8	
Jhánsi	36	6	
Jalaun	47	9	
Lalitpur	54	7	
Bánda	49	7	
Hamírpur	48	8	
Kheri	21	5	
Sítapur	26	7	
Lucknow	32	5	
Hardoi	28	5	
Unao	30	6	
Rae Bareli	30	7	
Bahraich	19	3	
Gonda	19	4	
Fyzabad	19	5	
Sultánpur	28	7	
Partábgarh	29	1	
Bara Banki	31	5	
Cawnpore	33	7	
Fatehpur	37	6	
Allahabad	28	5	
Jaunpur	29	6	
Mirzapur	24	6	
Gorakhpur	16	4	
Basti	16	5	
Azamgarh	23	5	
Benares	26	8	
Gházipur	28	10	
Ballia	33	11	
Bareilly	22	10	
Bijnor	20	15	
Budaun	22	8	
Moradabad	19	9	
Sháhjahánpur	19	9	
Pilibhít	22	10	
Dehra Dún	33	5	
Saháranpur	26	6	
Muzaffarnagar	37	7	
Meerut	31	7	
Bulandshahr	33	8	
Aligarh	37	8	
Naini Tal	4	3	
Garhwál	18	12	
Almora	24	10	

65. The general results of examinations for all classes of vernacular schools are arranged for the several divisions in the next tabular statement.

Division.	Class of school.	Year.	Vernacular Middle examination.						Upper Primary examination.			Lower Primary examination.		
			Number of candidates.	Number passed.				Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
				I.	II.	III.	Total.							
Agra ...	State (including Municipal).	1896-97 ...	278	49	94	20	170	61	941	597	63	2,951	2,182	74
		1891-92 ...	242	47	87	16	155	64	677	382	56	2,003	1,498	75
	Aided and Unaided.	1896-97 ...	...	...	...	...	...	...	2	1	50	146	118	81
		1891-92 ...	...	...	...	...	...	...	15	10	67	19	12	63
	Total ...	1896-97 ...	278	49	94	20	170	61	943	598	63	3,097	2,300	74
		1891-92 ...	242	47	87	16	155	64	692	392	57	2,022	1,510	75
Bundelkhand.	State (including Municipal).	1896-97 ...	94	11	41	8	62	66	329	265	81	1,140	870	76
		1891-92 ...	100	6	27	2	43	43	277	169	61	1,108	792	71
	Aided and Unaided.	1896-97 ...	4	...	1	...	1	25	20	12	60	33	24	73
		1891-92 ...	6	...	1	...	1	17	...	...	...	20	8	40
	Total ...	1896-97 ...	98	11	42	8	63	64	349	277	79	1,173	894	76
		1891-92 ...	106	6	28	2	44	42	277	169	61	1,128	800	71
Lucknow,	State (including Municipal).	1896-97 ...	277	39	75	13	127	46	1,059	648	61	2,201	1,680	76
		1891-92 ...	262	42	79	26	147	56	1,128	792	70	2,165	1,686	78
	Aided and Unaided.	1896-97 ...	...	...	...	...	...	...	1	1	100	21	6	29
		1891-92 ...	...	...	...	...	...	...	22	6	27	129	62	48
	Total ...	1896-97 ...	277	39	75	13	127	46	1,060	649	61	2,222	1,686	76
		1891-92 ...	262	42	79	26	147	56	1,150	798	69	2,294	1,748	76
Fyzabad...	State (including Municipal).	1896-97 ...	177	19	64	8	91	51	1,326	626	47	2,387	1,683	71
		1891-92 ...	172	24	52	32	108	63	1,426	984	69	2,294	1,966	86
	Aided and Unaided.	1896-97 ...	5	...	...	1	1	20	43	...	...	122	62	51
		1891-92 ...	3	...	...	...	...	...	19	11	58	176	129	73
	Total ...	1896-97 ...	182	19	64	9	92	51	1,369	626	46	2,509	1,745	70
		1891-92 ...	175	24	52	32	108	62	1,445	995	69	2,470	2,095	85
Allahabad,	State (including Municipal).	1896-97 ...	288	55	99	16	177	61	912	284	31	2,214	1,326	60
		1891-92 ...	282	44	105	24	174	63	897	653	73	1,817	1,452	80
	Aided and Unaided.	1896-97 ...	...	...	...	...	...	...	9	3	33	28	13	46
		1891-92 ...	...	...	...	...	...	...	10	4	40	29	14	48
	Total ...	1896-97 ...	288	55	99	16	177	61	921	287	31	2,242	1,339	60
		1891-92 ...	282	44	105	24	174	62	907	657	72	1,846	1,466	79
Benares ...	State (including Municipal).	1896-97 ...	393	49	149	48	246	63	1,188	975	82	2,742	2,349	86
		1891-92 ...	290	75	111	21	207	71	1,064	809	76	2,505	2,026	81
	Aided and Unaided.	1896-97 ...	12	1	4	1	6	50	25	14	56	190	120	63
		1891-92 ...	41	4	8	...	12	29	52	22	42	104	33	32
	Total ...	1896-97 ...	405	50	153	49	252	62	1,213	989	82	2,932	2,469	84
		1891-92 ...	331	79	119	21	219	66	1,116	831	74	2,609	2,059	79
Rohilkhand.	State (including Municipal).	1896-97 ...	349	23	98	58	179	51	1,249	904	72	2,216	1,842	83
		1891-92 ...	293	76	99	21	196	67	983	702	71	1,947	1,441	74
	Aided and Unaided.	1896-97 ...	...	...	...	...	...	...	3	3	100	73	47	64
		1891-92 ...	...	...	...	...	...	...	46	12	26	76	38	50
	Total ...	1896-97 ...	349	23	98	58	179	51	1,252	907	72	2,289	1,889	82
		1891-92 ...	293	76	99	21	196	67	1,029	714	69	2,023	1,479	73
Meerut ...	State (including Municipal).	1896-97 ...	348	45	143	19	209	60	1,508	1,030	68	2,899	2,381	82
		1891-92 ...	296	36	74	34	144	49	1,113	688	62	2,283	1,611	71
	Aided and Unaided.	1896-97 ...	3	...	1	...	1	33	11	7	64	60	52	87
		1891-92 ...	...	...	...	...	...	...	22	16	73	70	44	63
	Total ...	1896-97 ...	351	45	144	19	210	60	1,519	1,037	68	2,959	2,433	82
		1891-92 ...	296	36	74	34	144	49	1,135	704	62	2,353	1,655	70

Division.	Class of school.	Year.	Vernacular Middle examination.						Upper Primary examination.			Lower Primary examination.		
			Number of candidates.	Number passed.				Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
				I.	II.	III.	Total.							
Kumaun,	State (including Municipal).	1896-97 ...	68	3	19	8	30	44	89	75	84	459	316	69
		1891-92 ...	28	1	7	4	12	43	217	34	16	577	204	35
	Aided and Unaided.	1896-97 ...	...	...	...	...	...	...	17	8	47	349	115	33
		1891-92 ...	...	...	...	...	...	...	16	2	13	76	22	29
	Total ...	1896-97 ...	68	3	19	8	30	44	106	83	78	808	431	53
		1891-92 ...	28	1	7	4	12	43	233	36	15	653	226	35
Total ...	State ...	1896-97 ...	2,272	293	782	198	1,291	57	8,601	5,404	63	19,209	14,629	76
		1891-92 ...	1,965	351	641	180	1,186	60	7,782	5,213	67	16,699	12,676	76
	Aided and Unaided.	1896-97 ...	24	1	6	2	9	38	131	49	37	1,022	557	55
		1891-92 ...	50	4	9	..	13	26	202	83	41	699	362	52
	Total ...	1896-97 ...	2,296	294	788	200	1,300	57	8,732	5,453	62	20 231	15,186	75
		1891-92 ...	2,015	355	650	180	1,199	60	7,984	5,296	66	17,398	13,038	75

In addition to the candidates included in the above table, there were foreign and private candidates, at the Vernacular Middle Examination bringing the total up to 3,416, of whom 1,521 passed; 78 per cent. took Urdu, and 22 per cent. Hindi; this percentage remains very uniform year after year. The totals bear witness to an increase of over 300 candidates from state schools at the vernacular middle examination, accompanied by an increase of 105 in the number who passed; the slight increase of less than 10 per cent. on the small number who reach this stage of success is at least in the right direction. The number of candidates appearing from aided and unaided schools is insignificant.

In the Agra Division, Etah does best with a percentage of 71 of its candidates successful; and Agra worst, passing 52 per cent. The Inspector reports that the failures under the heads of Mathematics and History and Geography are numerous; but chiefly in Mathematics. More attention will be paid to these two subjects this year. Bundelkhand shows a smaller number of candidates than it presented five years ago.

In Oudh the most successful districts are Sultánpur, Lucknow and Fyzabad, with percentages of 72, 69 and 64 respectively. Famine-stricken Hardoi passes only 24 per cent. and Bara Banki 36. In the Lucknow Division again most of the failures are in Mathematics. The Assistant Inspector, Lucknow, reports that (1) boys in the upper primary section are not properly grounded in Mathematics, (2) some of the headmasters are not competent to teach the middle section, (3) the district inspecting staff is not large enough to exercise proper supervision.

As regards the efficiency of the headmasters, certain teachers hold exemption certificates, never having been trained; others instead of improving have so deteriorated that they can now hardly teach the upper classes. There has evidently been want of care in the past on the part of inspecting officers in selecting men for headmasterships. The present Inspector, Mr. Crosse, has for the past few years taken particular care in the selection of head teachers. No doubt the hard times have had something to do with the poor results of the year.

In the third Circle there is an increase in the number of candidates in all districts of the Allahabad Division, except Fatehpur. Among the districts in this Division the place of honour must be given to Cawnpore, which passed 78 per cent. of its pupils. The results show that in spite of the prevailing distress the efficiency of the schools has not been diminished. The teaching in the schools of the Allahabad district was decidedly inferior, especially in Mathematics, History and Geography. Sufficient trained teachers are not available for vernacular schools; and this will continue to be the case until more Normal schools are established.

As regard Government schools in districts, Benares heads the list with 86 per cent. of success. In the Meerut Division, Muzaffarnagar did best; passing 68 per cent. It is again noticed that the weak subjects were Mathematics, and History and Geography; and the Assistant Inspector has issued detailed instructions on the teaching of these subjects.

In Rohilkhand, Moradabad did best passing 74 per cent.; and Budaun worst with 36 per cent. Differences like these may frequently be traced to differences in the character and qualifications of the Deputy Inspectors attached to the districts. The Assistant Inspector ascribes the failure largely to the use of abridgments of the prescribed text-books in History and Geography and Science, in fact to cramming; these subjects and Mathematics accounted for most of the failures; as in other divisions.

Throughout the period of five years the Registrarship of this examination has been held by Mr. W. H. Wright, Principal of Queen's College; he has been most painstaking in the discharge of the heavy duties that have devolved upon him in connexion with it, and the satisfactory manner in which the examination has been in every instance conducted, is chiefly due to his efforts.

Generally there has been progress in the upper and lower primary sections of these schools since 1892.

Extracts from Examiners' Reports (Vernacular Middle Examination).

66. The following brief extracts from the reports submitted by the Examiners indicate a general use of keys, abstracts and cram books, which are often learnt by heart to the neglect of the text-books; and even when the latter are used they, too, are frequently learnt off by heart instead of being intelligently studied. This amounts to a serious indictment of vernacular education as pursued in these provinces; and it will take long to eradicate the fault.

Hindi. The candidates are exceptionally deficient in Translation and Composition. From several successive years my experience proves that this deficiency arises mainly from their improper instruction in the lower primary.

Extracts for translation are seldom understood. Very few students, almost none, make out their sense. This has been seen for many years past.

Urdu. In explaining passages most of the candidates have substituted word for word, without attempting to give the explanation in full.

Arithmetic. Some of the questions were solved by long and tedious methods. This defect appears to be due to the fact that the Urdu translations of modern works on Arithmetic in English, with the recent improvements in methods of solving problems, have not yet been made for use of village schools.

The diagrams or figures drawn were, as a rule, inaccurate.

In valuing the Arithmetic and Mensuration papers, I gave no marks to candidates who put down correct answers only, without any working either on the rough or on the fair side of the answer paper, to justify the answer, or to those who put down correct answers preceded by wrong and inconsistent working. In such cases I have also put down my remarks to this effect in the answer books, in red ink.

Geometry (Euclid). In proving those propositions that had the wording of their enunciations altered the propositions themselves were quoted as authorities. Thus what was required to be proved was assumed.

Geography. The common fault was that as a rule candidates seem to have learnt almost everything by heart, for they could easily enumerate the seas and Islands of Asia, but could not describe the physical features of the three parts of India, nor could they compare the climate of Ceylon with that of Southern India. This had not been the case if they had learnt their text-book with their teachers in an intelligent manner.

Similar is the case in history, for the questions that appeal to their memory are very correctly answered, but those that exercise their intellect and reasoning are left untouched.

Geography. The candidates in general from all the centres are deficient in maps, as they have learnt only their text-book. They have learnt facts of the History.

In History. Again, some have described Clive as the French Governor who defeated the English. All this seems to be the result of unintelligent reading which prevails among the majority of our young boys.

Physics. The papers in Physics were generally very poor. The answers often showed that the books had been crammed without any discrimination; and the result has been a large percentage of failures in that paper.

The Examinees for the most part reproduced the words of some "key" or "guide."

It appears from the answer books of Sanitary Primer, Physical Geography and Physical Science that many of the candidates get up by heart the important portions without understanding them.

SECTION B.—*Vernacular Middle Schools.*

67. The following table shows the number and distribution of Vernacular Middle Schools and scholars, on the 31st March 1897 and 1892.

Division.		District Board and Municipal Schools.	Aided Schools.	Unaided Schools.	Total number of Schools on 31st March 1897.	Schools on 31st March 1892.	Number of Scholars.				Number of scholars on 31st March 1892.
							Middle Stage.	Upper Primary Stage.	Lower Primary Stage.	Total.	
1st Circle	Agra ...	35	...	...	35	40	809	1,032	2,722	4,563	4,281
	Bundelkhand ...	26	1	...	27	35	334	462	1,788	2,584	2,632
2nd Circle	Lucknow ...	33	...	...	33	35	528	854	2,226	3,608	3,526
	Fyzabad ...	22	2	...	24	23	429	459	1,457	2,345	2,234
3rd Circle	Allahabad ...	37	...	...	37	42	546	649	2,189	3,384	3,489
	Benares ...	46	2	...	48	60	1,129	854	2,511	4,494	4,988
4th Circle	Rohilkhand ...	40	...	...	40	43	1,095	1,195	3,347	5,637	4,458
	Meerut ...	46	2	...	48	49	1,048	1,151	2,660	4,859	4,040
5th Circle...	Kumaun ...	4	1	...	5	6	106	43	146	295	442
Grand Total	...	289	8	...	297	333	6,024	6,699	19,046	31,769	30,090

In every division there has been a decline in the number of Vernacular Middle Schools, with the single exception of Fyzabad, which returns one more than it did five years before. The small number of aided and the entire absence of unaided schools under this head, sufficiently indicate the indifference of the people to secondary education apart from the learning of English, which gives it value as a bread and butter study. Generally speaking the aided schools are under missionary management. The decrease in the number of schools is due to the closing of some and to the conversion of others into Anglo-Vernacular schools; on the other hand, there have been instances of the opening of new schools. In the Allahabad, Benares, Rohilkhand and Meerut Divisions, and probably elsewhere, the decrease has consisted almost entirely of village schools to which inefficient middle sections had been prematurely attached; their middle sections have been closed and the schools graded as primary. The diminished number of schools need not therefore be taken as demonstrating any retrogression.

The number of scholars has increased during the five years by 282 in the Agra Division, by 82 in Lucknow, by 111 in Fyzabad, by 1,179 in Rohilkhand, by 819 in Meerut; while there has been a falling off in other Divisions, the most serious decline being at Benares where it amounts to about 10 per cent. Taking the Provinces as a whole, there is an increase of 1,679, or just over 5 per cent. in the course of five years. It is satisfactory to note that middle schools are larger than they were, the average roll having risen from 90 to 107. A middle school ought certainly not to be started with public funds unless a sufficiently good attendance can be ensured to make it worth while to establish a really efficient school. This is an obvious principle that has often been overlooked in these Provinces, and is still far from being appreciated in some parts. In my opinion the schools are still too many and too small, considering the number of pupils in the middle stage. The average enrolment in this section gives only ten scholars per class.

The number of scholars in the middle Stage of state schools was 6,005 on the 31st March 1892. On the same day this year it is only 6,024 in all schools, *viz.*, State, aided and unaided. There has therefore been no progress in secondary vernacular education during the quinquennium.

68. *Expenditure.*—The following table gives the expenditure on Vernacular Middle schools by divisions. The increase is mainly due to the increase of the staff under the provisions of the Code, and should therefore mean greater efficiency. Lucknow and Benares are the only divisions which show a diminished total expenditure. These divisions spend less than they did from public funds, which testifies to a want of zeal for vernacular education of this stage.

The expenditure in the Meerut Division has increased by Rs. 5,871, in Rohilkhand by Rs. 3,435 and in Agra by Rs. 2,951; these are the divisions that have their reward in the shape of a much increased average enrolment. In one of these same divisions *viz.*, in Rohilkhand, the incidence of cost per scholar is lower than in any other part of the Province, Rs. 5-13 as; in Kumaun it reaches nearly Rs. 12, and in Fyzabad Rs. 8-10 as. It appears that the middle vernacular schools in Rohilkhand are on the average larger in? than in any other division, Agra coming next; while in the Allahabad and Benares divisions, the schools are generally the smallest with the exception of those in Kumaun, where large schools cannot be expected on account of the scattered population. On the whole the incidence of cost per scholar in state schools shows a trifling fall, and comes now to about 8 annas a month, three quarters of which falls upon public funds.

Expenditure on Vernacular Middle Schools.

Division.	Class of school.		Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.	Cost to public funds per scholar.	Fee per scholar.
				Public funds including Municipal.	Fees.	Other sources.	Total.			
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
AGRA.	State ...	1896-97 ...	4,442	20,050	6,978	...	27,028	6·1	4·5	1·6
		1891-92 ...	3,954	18,257	5,820	...	24,077	6·1	4·6	1·5
BUNDELKHAND.	State ...	1896-97 ...	2,307	11,550	2,143	...	13,693	5·9	5·0	·9
		1891-92 ...	2,463	11,029	1,907	...	12,936	5·3	4·5	·8
	Aided ...	1896-97 ...	116	406	107	212	725	6·3	3·5	19
		1891-92 ...	83	300	132	319	751	9·0	3·6	1·6
	Total ...	1896-97 ...	2,423	11,956	2,250	212	14,418	6·0	4·9	·9
		1891-92 ...	2,546	11,329	2,039	319	13,687	5·4	4·4	·8
LUCKNOW.	State ...	1896-97 ...	3,674	21,859	5,586	...	27,445	7·5	5·9	1·5
		1891-92 ...	3,321	23,588	5,194	...	28,782	8·7	7·1	1·6
	Aided ...	1896-97 ...	...	...	...	...	...	...	...	...
		1891-92 ...	71	400	59	196	655	9·2	5·6	·8
	Total ...	1896-97 ...	3,674	21,859	5,586	...	27,445	7·5	5·9	1·5
		1891-92 ...	3,392	23,988	5,253	196	29,437	8·7	7·1	1·5
FYZABAD.	State ...	1896-97 ...	2,185	14,501	4,091	276	18,868	8·6	6·6	1·9
		1891-92 ...	2,043	14,587	3,690	10	18,287	9·0	7·1	1·8
	Aided ...	1896-97 ...	163	540	196	1,170	1,906	11·7	3·3	1·2
		1891-92 ...	100	360	104	450	914	9·1	3·6	1·0
	Total ...	1896-97 ...	2,348	15,041	4,287	1,446	20,774	8·8	6·4	1·8
		1891-92 ...	2,143	14,947	3,794	460	19,201	9·0	7·0	1·8
ALLAHABAD.	State ...	1896-97 ...	3,271	17,250	4,557	...	21,807	6·7	5·3	1·4
		1891-92 ...	3,105	17,058	2,944	...	20,002	6·4	5·5	·9
BENARES.	State ...	1896-97 ...	4,014	19,763	4,400	16	24,179	6·0	4·9	1·1
		1891-92 ...	4,188	21,020	3,262	52	24,334	5·8	5·0	·8
	Aided ...	1896-97 ...	153	716	209	362	1,287	8·4	4·7	1·4
		1891-92 ...	205	864	513	6	1,383	6·7	4·2	2·5
	Unaided ...	1896-97 ...	...	...	...	...	...	...	...	...
		1891-92 ...	96	...	71	282	353	3·7	...	·7
	Total ...	1896-97 ...	4,167	20,479	4,609	378	25,466	6·1	4·9	1·1
		1891-92 ...	4,489	21,884	3,846	340	26,070	5·8	4·9	·9
ROHILKHAND.	State ...	1896-97 ...	5,423	22,727	8,518	324	31,569	5·8	4·2	1·6
		1891-92 ...	4,106	21,363	6,355	416	28,134	6·9	5·2	1·5
	Unaided ...	1896-97 ...	...	...	...	...	...	...	...	...
		1891-92 ...	80	...	90	402	492	6·2	...	1·1
	Total ...	1896-97 ...	5,423	22,727	8,518	324	31,569	5·8	4·2	1·6
		1891-92 ...	4,186	21,363	6,445	818	28,626	6·8	5·1	1·5
MEERUT.	State ...	1896-97 ...	4,748	18,983	9,966	...	28,949	6·1	4·0	2·1
		1891-92 ...	3,741	15,559	7,375	144	23,078	6·1	4·2	2·0
	Aided ...	1896-97 ...	101	600	55	1,726	2,381	23·5	5·9	·5
		1891-92 ...	...	...	...	...	...	...	...	...
	Unaided ...	1896-97 ...	...	...	...	...	...	...	...	...
		1891-92 ...	38	...	...	659	659	17·3	...	...
	Total ...	1896-97 ...	4,849	19,583	10,021	1,726	31,330	6·5	4·0	2·1
		1891-92 ...	3,779	15,559	7,375	803	23,737	6·3	4·1	1·9
KUMAUN.	State ...	1896-97 ...	180	2,008	142	...	2,150	11·9	11·2	·8
		1891-92 ...	243	1,723	133	...	1,856	7·6	7·1	·5
	Aided ...	1896-97 ...	66	192	...	1,124	1,316	19·9	2·9	...
		1891-92 ...	219	492	138	972	1,602	7·3	2·2	·6
	Total ...	1896-97 ...	246	2,200	142	1,124	3,466	14·1	8·9	·6
		1891-92 ...	462	2 215	271	972	3,458	7·5	4·8	·6
TOTAL.	State ...	1896-97 ...	30,244	1,48,691	46,381	616	1,95,688	6·5	4·9	1·5
		1891-92 ...	27,164	1,44,184	36,680	622	1,81,486	6·7	5·3	1·4
	Aided ...	1896-97 ...	599	2,454	567	4,594	7,615	12·7	4·1	·9
		1891-92 ...	678	2,416	946	1,943	5,305	7·8	3·6	1·4
	Unaided ...	1896-97 ...	...	...	...	...	...	...	...	...
		1891-92 ...	214	...	161	1,343	1,504	7·0	...	·8
	GRAND TOTAL	1896-97 ...	30,843	1,51,145	46,948	5,210	2,03,303	6·6	4·9	1·5
		1891-92 ...	28,056	1,46,600	37,787	3,908	1,88,295	6·7	5·2	1·3

Fees in Vernacular Middle Schools.

69. The same table shows the fee income of these schools in the different divisions. The fee per scholar is highest in the Meerut division, where it exceeds Rs. 2 per scholar per annum. Saving in Lucknow, it has everywhere slightly increased in state schools. It is lowest in Bundelkhand and Kumaun, where it barely exceeds one anna a month. The average throughout the Province is Re. 1-8 as. per annum, or 2 annas a month. In the Punjab the average fee in those schools is close on Rs. 2 per annum; and in spite of the higher fees charged, the number of pupils in proportion to the population is higher there than in these Provinces, and the number of pupils in the secondary stage was last year about five-sixths of the number now returned here, notwithstanding that the population there is considerably less than half of that of the North-Western Provinces and Oudh. In these Provinces free play has been allowed to the tendency to bribe the people to send their boys to school, by letting them have education at a great reduction from the cost price. In the Punjab the local Government has been stricter, and has met with greater success in proportion to its greater strictness. It is significant that, in these Provinces too, with one exception, the greatest numerical progress has been made in the division where the fees per scholar are the greatest; showing that with good management a considerable enhancement of the fees is possible without checking education; if not as a way of causing it to be better appreciated. Until people are willing to pay a fair share of the cost of secondary education in their own vernacular, it may be doubted whether there is much vitality in their desire for education. As it is, it is conferred upon them largely as a bounty from public funds, seeing that the fees do not on an average cover one quarter of the cost of the education provided in state schools. In Meerut when the fees are high and the schools flourishing, the fees meet more than one third of the expenditure. It is noticeable that state schools appear to be managed more economically at this stage than aided schools; and also that even the cost to public funds per scholar in state schools is not much more than in aided schools.

The Inspector, third circle, reports that fees are levied in all schools of this grade; but the rates are fixed by the district boards, and therefore not only vary in different districts of the division, but in different schools of the same district.

Scholarships.

70. Until the year 1895 there were no rules governing the award of scholarships, payable from district funds and tenable in the vernacular middle schools. Inquiry then showed that they varied in value from a few annas up to Rs.5 per mensem; that their period of tenure might be anything from three months up to "as long as the scholar should continue his studies"; that their number might be and generally was changed every year as the board might decide, thus opening the way to abuses; that while there was a special examination for scholarships in the different districts, the award was not made strictly in accordance with the results. But in 1895 Government orders were passed reducing this chaos to order. The number of scholarships is to be fixed once for all by each district subject to the sanction of Government; half the number is to be offered for competition every year; they are tenable for two years, as a rule only in the middle section; they are of the uniform value of Rs. 2 per mensem; and they are thrown open to public competition at the Upper primary examination, which was accordingly made a more formal and stricter test than it had hitherto been. The following figures give the number of these and other scholarships held in vernacular middle schools. There are some districts in which the orders of Government are not yet fully complied with.

Scholarships in Vernacular Middle Schools.

District.	Number of halkabandi scholarships.				Total number of scholarships.	Expenditure on scholarships from—			
	As sanctioned by Government under Circular No. 28 of 1895.	Held in the Middle section.	Held in the Primary section.	Other scholarships.		Local Funds.	Municipal Funds	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Muttra... ...	20	9	...	...	9	311	...	...	311
Agra	27	27	...	...	27	480	...	...	480
Farukhabad ...	15	13	...	...	13	229	...	...	229
Mainpuri ...	19	17	...	...	17	332	35	...	367
Etáwah ...	21	21	...	...	21	438	...	...	438
Etah	21	16	...	...	16	441	...	...	441
Jhánsi	8	4	...	1	5	146	2	...	172
Jalaun... ...	17	17	...	...	17	363	...	...	363
Lalitpur ...	7	4	...	...	4	59	...	...	59
Banda	25	20	2	3	25	476	...	11	487
Hamírpur ...	20	10	...	...	10	308	...	...	308
Kheri	5	5	...	4	9	118	...	91	209
Sitapur ...	13	7	...	...	7	174	...	...	174
Lucknow ...	9	5	...	...	5	118	...	...	118
Hardoi... ...	13	11	...	1	12	220	24	...	244
Unao	18	7	...	...	7	129	...	...	129
Rae Bareli ...	18	14	...	...	14	260	...	...	260
Bahraich ...	11	8	...	...	8	161	...	...	161
Gonda	16	14	...	...	14	326	...	...	326
Fyzabad ...	15	9	...	...	9	216	...	...	216
Sultanpur ...	15	13	...	...	13	322	...	...	322
Partabgarh ...	13	13	...	...	13	274	...	...	274
Bara Banki ...	18	11	...	...	11	298	...	...	298
Cawnpore ...	29	28	...	...	28	635	...	...	635
Fatehpur ...	19	16	...	...	16	356	...	...	356
Allahabad ..	29	29	...	...	29	700	...	...	700
Jaunpur ...	20	12	...	...	12	276	...	...	276
Mirzapur ...	18	18	...	...	18	352	...	...	352
Gorakhpur ...	28	28	...	...	28	475	...	...	475
Basti ...	22	18	...	...	18	346	...	...	346
Azámgarh ...	29	44	...	...	44	588	...	...	588
Benares ...	23	23	...	7	30	356	...	...	356
Gházipur ...	15	15	...	...	15	347	...	...	347
Ballia ...	18	29	1	...	30	336	...	...	336
Bareilly ...	20	20	...	...	20	362	...	...	362
Bijnor ...	18	15	...	...	15	290	90	...	380
Budaun ...	24	24	...	...	24	350	65	...	415
Moradabad ...	21	20	...	...	20	371	...	...	371
Sháhjahánpur ...	21	21	...	...	21	377	22	...	399
Pilibhít ...	27	26	...	...	26	255	118	...	373
Dehra Dún ...	2	2	...	...	2	30	...	...	30
Saháranpur ...	19	19	...	2	21	247	24	...	271
Muzaffarnagar ...	24	24	...	3	27	202	...	54	256
Meerut ...	27	27	...	...	27	498	...	...	498
Bulandshahr ...	22	22	...	3	25	433	63	...	496
Aligarh ...	22	22	...	...	22	285	...	...	285
Naini Tal ...	3	5	...	...	5	31	...	...	31
Garhwál ...	16	9	...	...	9	191	...	...	191
Almora ...	30	8	...	...	8	160	...	...	160
Total ...	910	799	3	24	826	15,048	467	156	15,671

Boarding houses.

71. A vernacular middle school should not be a merely local institution; it provides a higher stage of education to boys who have gone through the upper primary stage in a number of primary schools in the district, and therefore serves a comparatively wide area. It is therefore evident that no such school can be regarded as completely equipped for its work, unless a boarding house is attached to it for the benefit of boys from a distance. Where a school of this grade exists solely for its immediate neighbourhood, it is likely to be small, inefficient, and disproportionately costly. It would be cheaper and more businesslike to have a smaller number of really good schools with a larger roll and a strong staff, and a boarding-house for boys from other places, than to have a great number of inferior secondary schools scattered up and down a district within reach of every village, and teaching only one or two boys in each class of the middle section.

In the Agra Division, First Circle, it has taken five years to add two boarding-houses and one boarder to the list for 1891-92. In Bundelkhand the boarding-houses are small and accommodate very few boarders in each, and the establishment of one or two central boarding-houses suggests itself as an improvement.

In Oudh the number of boarding-houses has increased from 17 to 24 in five years, but the number of boarders has fallen from 156 to 138. On an average each house accommodates less than six scholars. In some districts the houses provide nothing more than sleeping accommodation, no separate arrangements being made for cooking; some are still more deficient; there used to be one so-called boarding-house at Rae Bareli, but the boys cooked in the servants' quarters and slept in the school-house; there appear to be others that might equally well be removed from the list. The districts of Unao, Hardoi and Fyzabad have no boarding-houses whatever for vernacular schools.

The Inspector of the 3rd Circle reports that in Jaunpur the so-called boarding-houses are dark, damp, badly ventilated cells. These are public institutions under the control of Government, and therefore ought to be abolished or improved. The Inspector thinks that if no funds are available for the improvement of existing buildings, it would be preferable to relinquish the sham institutions, and maintain such only as are in important places; and are likely to attract scholars from neighbouring tracts.

The Inspector of the 4th Circle reports that there are no boarding-houses in the districts of Sháhjahánpur, Saháranpur and Dehra.

Conduct of scholars.

72. As regards the conduct of scholars, the absence of good manners is much to be regretted; and the habit of cheating at Centre examinations points to carelessness on the part of teachers in instilling principles of right conduct into the minds of the pupils. As regards moral instruction books can do something, but teachers more. Moral lessons are scattered through the text-books in sufficient number; and with the improvement in the teachers that may be expected from the more thorough training of the reorganised Normal schools, the tone of the schools generally will probably soon show signs of improvement. It is reported that some more definite attempts at moral teaching are being made in Muzaffarnagar and Dehra.

General Progress.

73. The general progress reported will be recognised as far from satisfactory. It will, however, be borne in mind that a year of most exceptional and widespread distress is not a favourable one in which to institute a comparison with previous years, or from which to judge fairly of the progress made.

Supply of teachers.

74. A large number of the assistant teachers and some of the headmasters have not passed through a Normal school course of any kind, old or new. In the Agra Division one-third of the subordinate staff is thus without the required qualification. The same proportion is found in Bundelkhand.

The Inspector of the Second (Oudh) Circle points out that the unreformed Normal schools were not worthy of the name, and that therefore the certificate was of little value, and that there is often little to choose between those who hold and those who do not hold it. There are a few born teachers, but others are quite unfit for the posts they hold, and it would have been better if they had never been enlisted in the ranks of the teachers.

The Inspector of the Third Circle (Allahabad) mentions that the supply of trained teachers does not meet the demand, hence necessity is felt for appointing uncertificated men to assistant masterships.

As regards pay, headmasters appear to be well paid at salaries varying from Rs. 15 to Rs. 40, which are more liberal than the pay often assigned to assistant teachers who teach English in Anglo-vernacular schools, and who should therefore be men of higher qualifications. But the lowest grades of pay of assistants, *viz.*, Rs. 5 to Rs. 7 are much too low for competent men who have gone successfully through an adequate course of training, extending over two years, as in the Normal schools at the present time. The minimum pay of such men should be fixed at Rs. 8, as it is in the Punjáb.

Accommodation.

75. In the Meerut and Rohilkhand Divisions some of the large town schools have overrun their accommodation. The buildings should be enlarged, or accommodation should be found elsewhere for a section of the school.

VERNACULAR PRIMARY SCHOOLS UNDER DISTRICT BOARDS.

Division.	District.	Number of schools.*						Number of scholars.						Fee income.		Total expenditure.	
		Upper Primary.		Lower Primary.		Total.		Upper Primary Stage.		Lower Primary Stage.		Total.					
		1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.
														Rs.	Rs.	Rs.	Rs.
Agra.	Muttra ...	18	22	70	67	88	89	621	335	3,419	2,524	4,040	2,859	425	...	11,257	10,889
	Agra ...	26	24	96	98	122	122	534	501	3,533	3,330	4,067	3,831	439	...	16,359	15,651
	Farukhabad ...	16	15	81	71	97	86	449	491	2,679	2,454	3,128	2,945	...	...	11,850	10,694
	Mainpuri ...	13	20	82	65	95	85	384	249	2,391	1,862	2,775	2,111	36	...	10,466	10,238
	Etáwah ...	14	15	63	60	77	75	371	310	2,086	1,884	2,457	2,194	408	329	10,424	9,928
	Etah ...	23	11	66	70	89	81	455	328	2,716	2,052	3,171	2,380	130	55	11,610	10,628
Bundelkhand.	Jhánsi ...	8	7	46	30	54	37	188	148	1,036	923	1,224	1,071	192	223	5,487	4,120
	Jalaun ...	6	6	47	55	53	61	187	182	1,394	1,415	1,581	1,597	24	...	6,689	6,621
	Lalitpur ...	8	5	34	30	42	35	134	72	1,017	1,079	1,151	1,151	...	...	5,965	3,580
	Bánda ..	25	27	91	83	116	110	339	419	2,587	2,834	2,926	3,253	21	...	13,744	13,608
	Hamírpur ...	16	21	57	41	73	62	251	374	1,845	1,549	2,096	1,923	16	...	9,275	7,977
Lucknow.	Kheri ...	41	48	18	2	59	50	246	294	2,188	1,743	2,434	2,037	...	...	7,014	7,341
	Sitapur ...	68	79	86	2	154	81	632	500	4,668	1,929	5,300	2,429	1,410	1,215	12,813	14,098
	Lucknow ...	35	47	33	1	68	48	330	334	2,158	1,468	2,488	1,802	725	580	9,313	7,926
	Hardoi ...	31	62	74	23	105	85	481	624	2,931	2,597	3,412	3,221	113	...	12,635	12,529
	Unao ...	42	76	57	1	99	77	484	487	3,068	2,214	3,552	2,701	1,242	1,057	11,539	12,442
	Rae Bareli ...	66	88	20	1	86	89	707	839	3,036	2,875	3,743	3,714	887	7	12,513	14,117
Fyzabad.	Bahraich ...	57	59	8	4	65	63	440	562	1,975	2,286	2,415	2,848	992	1,076	9,365	9,888
	Gonda ...	72	70	19	16	91	86	648	729	2,873	2,359	3,521	3,088	...	...	11,999	13,677
	Fyzabad ..	64	65	1	...	65	65	771	783	2,870	2,477	3,641	3,260	...	...	9,352	9,695
	Sultánpur ...	68	66	22	1	90	67	723	637	3,399	2,239	4,122	2,876	668	487	11,533	10,199
	Partábgarh ...	59	59	6	2	65	61	679	648	2,429	1,888	3,108	2,536	631	542	10,259	9,485
	Bara Banki ...	71	78	39	9	110	87	808	800	3,592	2,952	4,400	3,752	2,213	2,124	15,348	15,408
Allahabad.	Cawnpore ...	52	106	74	14	126	120	562	654	4,739	3,301	5,301	3,955	1,215	720	17,752	17,393
	Fatehpur ...	15	24	72	68	87	92	219	337	2,113	2,050	2,332	2,387	1,253	292	10,449	10,626
	Allahabad ...	45	48	74	62	119	110	422	652	2,907	2,691	3,329	3,343	1,264	482	15,422	15,021
	Jaunpur ...	46	55	59	42	105	97	450	718	3,559	3,026	4 009	3,744	890	737	14,551	11,423
	Mirzapur ...	19	18	87	86	106	104	179	253	3,289	2,747	3,468	3,000	166	124	11,114	11,205

* Including Municipal Free Schools under the management of District Boards.

VERNACULAR PRIMARY SCHOOLS UNDER DISTRICT BOARDS—(concluded).

Division.	District.	Number of schools.*						Number of scholars.						Fee income.		Total expenditure.	
		Upper Primary.		Lower Primary.		Total.		Upper Primary Stage.		Lower Primary Stage.		Total.					
		1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.
														Rs.	Rs.	Rs.	Rs.
Benares.	Gorakhpur ...	148	127	64	19	212	146	815	752	7,088	4,511	7,903	5,263	732	790	20,634	17,298
	Basti ...	27	25	64	71	91	96	407	520	3,155	3,035	3,562	3,555	656	270	10,864	11,416
	Azamgarh ...	81	88	18	8	99	96	711	614	4,082	3,234	4,793	3,848	1,018	644	14,426	13,104
	Benares ...	66	74	4	...	70	74	517	545	2,924	2,647	3,441	3,192	...	3	7,093	7,136
	Gházipur ...	32	35	50	51	82	86	536	487	3,206	2,825	3,742	3,312	659	610	10,683	10,379
	Ballia ...	61	56	16	8	77	64	518	346	2,893	2,221	3,411	2,567	534	427	9,608	9,377
Rohilkhand.	Bareilly ...	39	56	49	21	88	77	530	458	3,206	2,243	3,736	2,701	1,015	592	13,677	10,963
	Bijnor ...	73	45	7	32	80	77	426	399	2,631	1,901	2,457	2,300	711	579	10,499	10,173
	Budaun ...	77	80	26	...	103	80	429	397	2,495	2,093	2,924	2,490	336	275	12,208	10,811
	Moradabad ...	77	44	32	46	109	90	512	582	3,158	2,612	3,670	3,194	644	609	13,848	12,641
	Sháhjahánpur ...	62	35	29	43	91	78	556	380	3,118	2,683	3,674	3,063	279	295	10,685	12,112
	Pilibhít ...	43	48	2	2	45	50	355	371	1,524	1,804	1,879	2,175	324	178	6,120	6,011
Meerut.	Dehra Dún ...	11	12	10	9	21	21	90	47	551	486	641	533	6	...	2,423	2,308
	Saháranpur ...	68	72	16	12	84	84	471	464	2,144	2,174	2,615	2,638	639	446	9,465	8,822
	Muzaffarnagar ...	79	80	8	5	87	85	564	469	2,180	1,966	2,744	2,435	1,199	1,042	11,806	10,262
	Meerut ...	117	116	4	12	121	128	981	746	3,367	3,106	4,348	3,852	1,944	1,625	18,225	17,408
	Bulandshahr ...	84	82	2	4	86	86	674	498	2,524	2,383	3,198	2,881	1,321	995	11,068	10,488
	Aligarh ...	105	105	19	23	124	128	941	483	3,813	3,030	4,754	3,513	1,919	1,148	18,193	17,617
Kumaun.	Naini Tal ...	2	5	37	8	39	13	27	36	922	321	949	357	...	...	4,013	947
	Garhwál ...	4	10	87	30	91	40	94	122	3,398	1,504	3,492	1,626	79	117	6,653	3,271
	Almora ...	4	25	74	79	78	104	194	402	3,161	3,852	3,355	4,254	...	...	8,377	9,106
	Total ...	2,284	2,441	2,100	1,487	4,384	3,928	23,042	22,378	137,437	113,379	160,479	135,757	29,375	20,695	5,46,665	5,18,057

* Including Municipal Free Schools under the management of District Boards.

SECTION C.—*Vernacular Primary Schools.* (i) *District Board Schools.*

Number and distribution of schools and scholars.

76. The foregoing statement contains the statistics of vernacular primary schools maintained and managed by district boards, including certain municipal free schools, which are also under the management of the boards. The number of upper primary schools has declined, and of lower primary schools risen, leaving a net increase of 456 schools. The diminution in upper primary schools is due in some measure to the reduction of the status of a number of schools which were not properly equipped for the upper stage, and which had scarcely more than nominal classes in connexion with it, though these were enough to interfere seriously with the due performance of the work of the lower classes which constituted the main body of the school. The number of scholars in both stages has increased, the total gain being 24,722. The larger roll in the upper primary stage notwithstanding the smaller number of upper primary schools is satisfactory as testifying to bigger classes, but still the average number of upper primary pupils per school is only just ten, or five in each class; and the classes are therefore as a rule still far too small to admit of business like arrangements or satisfactory work. With an average of five scholars per class many schools must have only one or two. The total increase of 18 per cent. in the number of scholars is evidence of considerable progress, specially when taken along with the large development of aided primary schools dealt with in the next section, and with the distress which has prevailed throughout the province during the last year. Several of the schools included in the statement were opened in consequence of the extra grant for the furtherance of primary education. In the Agra Division 30 new schools were paid for from the extra grant. Bundelkhand records no advance in numbers.

The Inspector, 2nd Circle, writes with regard to the change in the number of upper primary schools that the cause of these changes in status is that formerly every teacher was allowed to teach up to the upper primary standard without regard to the fact whether he could or could not teach all the six classes; and that he, the Inspector, was always strongly of opinion that for one teacher to teach all classes of an upper primary school was to greatly reduce the efficiency and completeness of the instruction given. After a conference last year rules were drawn up in accordance with the revised code, regulating the standard of schools in Oudh and putting them on a better footing. Thus money was saved where it was being wasted, and made available to improve schools that required it. The Inspector is clearly right in his opinion that it is better to give sound lower primary instruction to many than to give a poor upper primary education to a few. The extra allotment has been used in this circle (Oudh) also to add to the number of district schools.

In Fyzabad the attention of village school teachers was drawn to the importance of keeping up the roll in State schools, and they were given to understand that they would be judged partly by the enrolment in their schools; hence the increase recorded in a year of famine.

The 3rd Circle shows an increase both in schools and scholars. Cawnpore alone contributes an increase of 1,346 scholars. This substantial increase is due to the impetus given to primary education by the opening of new schools and the aiding of others in accordance with the orders of Government, and has taken place in the face of increased fee-rates. In Allahabad there has been a reversal of the general order of things, the number of scholars having declined, although the number of schools has risen by nine.

The Benares Division records the greatest increase in the number of scholars, being followed closely, however, by the Lucknow Division. The Meerut Division shows an increase of 15 per cent. in the number of scholars; chiefly in the Aligarh district.

In all the districts in Rohilkhand there has been an increase in the number of scholars, except in Pilibhít, where schools were closed for want of funds.

Expenditure.

77. There has been an increase of expenditure since 1891-92 amounting to Rs. 28,608, accounted for to some extent by the special allotment of last year. Oudh alone spends less on district primary vernacular schools than it did five years ago: the Inspector attributes the falling off, which is remarkable in face of the use made of the extra grant of last year, to (1) the loss of money entailed yearly by what was called the "rateable reduction", (2) gradual reduction in the amounts budgetted in the intermediate years, and (3) to a more careful and economical expenditure of the money. As regards the last point it may be observed that economical savings might well have been devoted to extending education. The Inspector, 3rd Circle, observes that part of the increased expenditure is due to the raising of teachers' salaries; and the same is true of the Meerut and Rohilkhand Divisions according to the Inspector of the 4th Circle.

Fees.

78. The increase in the fee income is about 42 per cent., whereas the increase in the number of scholars is only 18 per cent. The increasing willingness to pay something, however disproportionate to the cost of the education supplied, may be taken

as gratifying evidence of an increasing appreciation of the advantages of education. I am informed that in one Division, when the attempt was first made to collect fees in these schools, the schools were left half empty for months, perhaps to try the effect of this sort of protest; but after a while they were again filled, and the numbers before long showed a very satisfactory increase in comparison with that of other divisions. The increase occurs chiefly in the Agra, Lucknow, Allahabad, and Meerut divisions. There are practically no fees levied in the Bundelkhand and Kumaun divisions, in the former of which the number of scholars shows signs of diminishing.

Muttra and Agra have begun to levy fees since 1891-92. Fees are not levied in the Mainpuri and Farukhabad districts, other than those for readmission, which are partly of the nature of fines. Why there should be differences in practice in neighbouring districts is not apparent in the nature of things. The Commissioner, Agra Division, is of opinion that the question of fees in primary schools is one which should be determined by the Farukhabad District Board with as little delay as possible; and that there is no valid reason for not levying fees. In Kheri and Hardoi the fees are not credited into the treasury, but are allowed to the teachers for contingent expenditure, of which no proper account is rendered to the Deputy Inspector. As there was no authority for this procedure, apart from custom, the Deputy Inspectors have been directed to lay the matter before the Board for consideration and orders. No fees are levied in the Fyzabad and Gonda districts. In the Lucknow Division the rate of fees was reduced during the year under review on account of famine, otherwise the figures would have been much more favourable. Where fees are levied, the rates vary considerably, and the Inspector, 2nd Circle, advocates greater uniformity.

In Cawnpore the scale of fees in the upper primary section of village schools was doubled during the year, and it was raised in middle schools; and in consequence, and famine notwithstanding, the fee-income from vernacular schools has increased from Rs. 2,590 to Rs. 2,805; the corresponding amount in 1891-92 being Rs. 1,806.

In the Benares district no fees are levied; but they are levied with some approved uniformity in the other districts of the same division.

In Bareilly, notwithstanding a reduction in the scale of fees, there is an increase in the fee-income. Increased fee-income has helped to meet the increased expenditure, has in some cases made it possible, and may be useful in the same way in future.

The fees on the whole cover 10 pies out of every rupee of expenditure. In Bara Banki the proportion covered by fees is highest, being over 27 pies on the rupee, or one-seventh of the whole expenditure. On the average the annual expenditure amounts to Rs. 3-6-6 per scholar, and the fees to Rs. 0-2-11. But in Bara Banki the incidence per scholar is Rs. 3-8-0, and the fee per scholar is slightly over eight annas per annum. There is therefore evidently a source of educational income available for educational ends, that has not yet been exhausted.

Results of examinations.

79. There has been an improvement in the standards of the upper and lower primary examination since 1892, which makes any comparison based merely on the numbers examined and passed futile.

In the Agra Division Farukhábad stands lowest at the Upper Primary examination, and Agra at the Lower Primary. Muttra attends well to the elements *viz.*, reading, writing and arithmetic; and Farukhábad neglects them most. This suggests that where fees are not levied either the teachers or the scholars cannot be kept up to the mark.

In the Bundelkhand Division Lalitpur does well at the Upper Primary and Jalaun at the Lower Primary.

In the Fyzabad Division the results of the Lower Primary examination for the year under report, though fair, are not satisfactory; and those of the Upper Primary are decidedly poor. Better results in the Lower Primary may be expected as soon as teachers and pupils get accustomed to the new course of studies. To secure good results at the Upper Primary, it is necessary to have a better supply of competent teachers, capable of teaching the vernacular and arithmetic efficiently.

The Inspector, 3rd Circle, reports as follows:—

The number of examinees at the Upper Primary examination remained almost stationary, but there was a heavy fall in the percentage of passes, more especially in the Allahabad district. The fall is not so much due to any deterioration in schools, as to a change in the system of examination, and to the prevailing distress. Compelled by the pinch of hunger, hundreds of people migrated to distant places to find employment on relief works, and their sons accompanied them. Those that remained in their own villages attended schools very irregularly. This is one of the main reasons why the percentage of success at the last annual examination has not been so high as in previous years.

The Assistant Inspector, Benares, writes:—I am sorry to report that generally boys are crammed, and the teachers are habituated to use keys. In the last Centre

examination I took care to put such questions to the boys as could be answered by students who thoroughly understand the subject. I suppose this will have a salutary effect in checking the pernicious system of cramming. I have directed my Deputy Inspectors to see carefully, in their inspections, that no cramming is encouraged, and I hope it will be soon uprooted.

Conduct of pupils.

80. The conduct of the pupils in these schools is reported as generally satisfactory, and as comparing favourably with that of students who are learning English, as well as with that of boys in town-schools or vernacular middle schools.

Physical Exercise.

81. School drill is now prescribed, and is being gradually introduced throughout the Provinces. In Muttra and some other districts the pupils take so much interest in it that they buy uniforms of cheap material for it, and present quite a smart appearance on parade. The Etâwah boys also drill well, and attended the local tournament in great numbers. Some district authorities have expressed their opinion that the buying of uniforms should be discouraged; but it would seem to be a mistake to suppress any innocent enthusiasm, even if exhibited in games and school-drill; youthful ardour is too good a thing to be lost, and boys in village schools are not under any temptation to pursue their physical exercises so far as to interfere with their school work. The great drawback to the universal introduction of school drill is that the older teachers know nothing about it. All who now pass through the normal school will be better prepared to attend to this requirement.

The appointment of separate instructors is more expensive, but six are appointed in the Bareilly district with good results; it is part of their duty to instruct school teachers to attend to this branch of their work. One drill master has been employed with similar duties at a Tahsili School in Saháranpur. In Cawnpore a desire is expressed for a like arrangement. Mr. J. B. Fuller remarks that in the Allahabad district he had seen nothing of the physical exercises on which so much stress is laid in other provinces. Evidently the progress varies very considerably in different districts.

The centre examinations generally conclude with sports, which the boys, as a rule, enter into with zest, and the villagers gaze upon with interest. In addition there are tournaments in connexion with popular annual fairs or otherwise, which do much to make the boys keep up their interest in these exercises, and so to keep them well and strong. In Rohilkhand nothing appears to have been done in this direction; and at Moradabad the boys objected to take part in sports after the centre examination; it is to be hoped that there will be an improvement there before next year.

82. *The supply of teachers, their efficiency and pay.*—The rules regarding the qualifications and salaries of teachers are contained in paragraphs 33 to 35 of the Manual of General Orders of the Department; but they do not meet with universal observance.

In the Agra Division 537 teachers hold normal school certificates, and 190 are not certificated; and the salaries vary from Rs. 4 to Rs. 8 for assistant teachers, and from Rs. 6 to Rs. 15 for principal teachers. In Bundelkhand 317 hold normal school certificates and 102 are without certificates; the salaries vary from Rs. 4 to Rs. 10 for assistants, and from Rs. 7 to Rs. 12 for principal teachers. The halkabandi schools labour under the disadvantage of having so few properly trained teachers.

In Oudh there are 896 certificated and 737 non-certificated teachers; assistant teacherships as a rule carry the small pay of Rs. 2 to Rs. 5, and hence men are employed who have only passed the upper primary examination, and sound instruction cannot be hoped for. Educationally it is a waste of money to employ these men, and schools conducted on these lines only prove that there is an opinion abroad that anything will do if it can only go by the name of a school. But this is not serious and thorough work, such as is required. If it is worth having schools at all, it is worth making them realities, and capable of doing some good work. The practice of paying school masters half the lowest coolie's wage generally recognised by employers of labour is probably unmatched in India, and in any other country on the face of the earth.

The pay of the Oudh assistant teachers ought to be increased, and better men engaged. There is a dearth of certificated men, because, so far, sufficient provision has not been made for training them, but something better might be done than to appoint youths who have only gone as far as the primary stage themselves. The older teachers, who hold certificates, are said to be in most cases incompetent and unable to teach up to the present standards; and it must be a long time before their places generally can be taken by men from the re-organised normal schools.

In Gonda there is a large number of antiquated normal passed teachers, and great difficulty is experienced in inducing good teachers to come from outside. The Deputy Inspector of Schools proposed fines for a large number of these out-of-date teachers; but the only result, it is said, has been to dishearten them. It is not in

these teachers to improve. In the same district the teachers are very much addicted to absenting themselves from their work without permission; a habit that can only be checked by more frequent inspections.

The Assistant Inspector, Fyzabad, remarks:—"There do not appear to be instances in which the recommendations of the Department in connexion with the appointments of teachers have been altogether disregarded, but in some cases the Boards of certain districts of late appear to have taken objection to accept the annual proposals made by the Deputy Inspectors, and approved by the Inspector in regard to the transfer, promotion and degradation of teachers on the results of centre examinations under article 66 of the revised Code of Regulations for village schools. The action of the Boards would seem to carry a bad effect with the teachers who are thereby encouraged to file complaints against the arrangements made by their immediate superiors with the consent of the Inspector of Schools, and the work suffers in consequence. In order to maintain proper discipline and control over the teachers in the interests of the schools, it is desirable that the annual proposals approved by the Inspector should be upheld by the District Boards."

In this connexion the Inspector, 2nd Circle, remarks that very careful instructions have been given to guide Deputy Inspectors in the first place in making these proposals; they are then carefully revised by the Assistant Inspectors, who now as a rule go through them with the Deputy Inspectors at headquarters. They are then submitted to the Inspector and, after examination and alteration if necessary, are submitted to the Boards; the Inspector, therefore, entirely concurs with the Assistant Inspector's remarks.

The Deputy Inspector, Fyzabad, reports that in the course of a rapid inspection of the district taken with a view to establishing new schools, he was often obliged to travel by long marches, which enabled him to pay surprise visits to schools lying in his way; he found that many of the teachers were absent from duty, while others were grossly neglecting it, some having not even called the roll for many days.

In Bahraich the assistant masters are said to be but little better than peons to collect boys, and they spend much of their time in so doing; and it is feared that too vigorous efforts to root out this evil promptly would result in a lowering of the school rolls.

In the Allahabad Division there are 544 certificated and 205 non-certificated teachers. The Inspector reports that the rules laid down in paragraphs 33-35 of the Manual of General Orders, regarding the qualifications and salaries of teachers in village schools, have been generally observed, and the nomination of candidates for employment in village schools is not now approved, unless they have passed the vernacular middle examination. The assistants not possessing middle vernacular examination certificates were appointed in previous years, and are now being weeded out. In Allahabad all such men have been discharged, and middle class certificate-holders appointed in their place, the salaries having been raised to Rs. 6. Attempts are being made to fix the salaries of the assistant masters at Rs. 6 in other districts also, but it will take some time, the question being so intimately connected with funds. The 3rd grade of assistants in Fatehpur has been abolished, and the number in the two senior grades increased.

As regards the Allahabad district, Mr. Fuller, as Chairman of the Board, writes strongly as follows:—

"Generally it must be admitted with regret that the state of rural education in this district is very unsatisfactory. The population of school-going age (excluding the city population) is about 103,000, of which 5·5 per cent. are enrolled in middle and primary schools and only 4·7 per cent. are actually in receipt of instruction. Moreover those who attend are evidently badly taught. So far as failure lies with the teaching staff, it is due firstly to the employment of non-qualified men as teachers, and secondly to the neglect of the lower primary classes in all schools teaching up to the upper primary standard, as the master solely concerns himself with the higher classes, and leaves the lower classes to an ill-paid subordinate. Since the beginning of the current year the Board have under the advice of the Assistant Inspector taken vigorous steps to improve the teaching staff. Unqualified men have been dismissed. Upper primary classes have been abolished where unnecessary, and bad work has been punished by fine or reduction".

In the Benares Division the pay is said to be so low that good men will not stay long in the Department.

In the Meerut Division there are 627 certificated to 336 non-certificated teachers, and in the Meerut district the number of uncertificated teachers is increasing every year. In Rohilkhand the number of certificated teachers is only 480, the schools being about as many as in Meerut.

In the 5th Circle, Mr. Boutflower reports that the weakest point in the educational organisation of the Almora district is upper primary education; it is impossi-

ble to get trained teachers at present for these classes, and he is of opinion that the only way of meeting this want is to utilise the town school at Almora as a normal school. I fully concur with the Inspector. Not only for Almora, but in the interests of Kumaun generally, it appears to be a matter of urgent importance that teachers for local schools should be able to undergo their course of training without leaving their native hills.

Looking at the above reports, it strikes one as worthy of consideration whether Government orders should not be passed, as in the Panjáb, regulating the pay of vernacular teachers in district and municipal schools.

School buildings, furniture and apparatus.

83. It is satisfactory to note that zamíndárs in the Agra district are nearly always ready to provide good accommodation for schools, without burdening Government with the up-keep of a Government building. Only two village schools have been built at Government expense during the five years.

The additions required to the school at Umri, Jalaun, which the Board were unable to undertake for want of funds, are now being made by a public-spirited Thákur of the village named Sughar Sing. The estimated cost is about Rs. 400.

The thanks of the Department are due to the Agent of Balrampur estate, who sanctioned the construction of Udaipur and Kolhra village schools, Gonda, at a cost of Rs. 700 at the expense of the estate; and Mathura Bazar school was also extended at the expense of the estate.

As to furniture and apparatus in the Lucknow Division, Hardoi is the worst off generally, followed by Unao as regards maps. In the Fyzabad Division the schools do not appear to be well supplied, though care is taken to supply them with what is most needed so far as funds allow.

In the Allahabad district the school-houses are, in Mr. Fuller's opinion, often dirty and ill-kept.

The village school-houses in the Fatehpur district are reported to have fallen into a very bad state of repairs, and the accommodation in some of them urgently needs extension. In several districts the appropriation of funds to famine relief made it impossible to carry out the ordinary repairs. Maps require renewal at Fatehpur.

The Assistant Inspector, Benares, reports that the school buildings are by no means satisfactory; as a rule they are small and badly ventilated.

The Tahsíldár of Zamánia, Gházipur, has shown his interest in education by supplying furniture to some of the village schools, and getting the buildings repaired by the zamindárs.

Mr. Budden, Inspector, 4th Circle, thinks there is much room for improvement as far as comfort and clean houses are concerned, and he reports that the maps in use are most unsatisfactory, and that no proper teaching of Geography can be expected until they are improved.

In the 5th Circle also the schools are badly off for maps, and it is reported that many of the teachers are not supplied with the requisite text-books. Under these circumstances, and with teachers of the poorest qualifications, there is no wonder that education advances with difficulty. The Sub-Deputy Inspector, Garhwál, reports that the village school buildings are in a very bad condition and cannot be used during the rainy season, as the floors become muddy and emit unwholesome smells. It is to be feared that there is no attainable remedy for this state of things, which is probably found also in the inhabited houses of the district.

84. The following three extracts, dealing with general questions, are taken from district reports:—

Agra.—The progress in primary education does not appear to have been great. The chief difficulty with which the Board has had to contend, has been the instability of the village schools. During the period no fewer than 18 primary schools have been closed, and the number is now the same as it was at the beginning of the period. It is difficult to say what the real cause of this instability is. No doubt in many cases local quarrels are fatal to a school. Probably the real reason in many cases is that the original supporters withdraw their children as soon as they have learnt the elements of reading and writing, and their places are not filled up. There is, moreover, rather a tendency to resort to transfer of schools as a panacea for all the troubles that affect the administration of a village school.

As to *Allahabad*, Mr. Fuller writes:—"I have been most unfavourably struck with the schools I visited during my cold weather tour. They compare very badly with those of the most backward districts in the Central Provinces, and one can see little which testifies to any real interest in their welfare. A very potent cause of poor attendance and poor instruction is the lack of interest on the part of the Tahsildárs and Sub-divisional Officers which entail lack of interest on the part of the people themselves.

Almora.—The committee "saw that the abolition of the post of Assistant Inspector was not conducive to improvement in our halkabandi schools. He visited and inspected most of the schools and checked the two Sub-Deputy Inspectors, which the committee cannot expect from the Inspector."

The Committee does not seem to be aware that when an Assistant Inspector is sanctioned, he relieves the Inspector of a certain portion of his duties; but when there is no Assistant Inspector those duties fall to the Inspector himself.

(2).—AIDED VERNACULAR PRIMARY SCHOOLS.

	District.	Number of schools on 31st March.		Number on rolls on 31st March 1897.			Number on rolls on 31st March 1892.	Result of examinations.		Expenditure.			
		1897.	1892.	Upper primary.	Lower primary.	Total.		Passed upper primary standard.	Passed lower primary standard.	From public and municipal funds.	From fees.	From other sources.	Total.
										Rs.	Rs.	Rs.	Rs.
Agra Division.	Muttra ...	1	...	5	17	22	...	1	1	40	32	...	72
	Agra ...	24	1	...	428	428	42	...	...	552	552	696	1,800
	Farukhabad ...	41	...	...	624	624	...	...	1	725	...	1,011	1,736
	Mainpuri ...	21	...	...	317	317	...	...	...	229	382	...	611
	Etáwah ...	1	...	59	38	97	...	...	47	120	24	...	144
	Etah ...	19	4	15	310	325	363	...	...	259	...	629	888
	Total ...	107	5	79	1,734	1,813	405	1	49	1,925	990	2,336	5,251
Bundelkhand Division.	Jhánsi ...	11	...	...	311	311	...	...	...	50	...	32	82
	Jalaun ...	23	...	6	501	507	...	...	5	308	...	211	519
	Lalitpur ...	1	...	...	33	33	...	...	...	6	...	...	6
	Bánda ...	3	...	1	75	76	...	...	...	27	120	...	147
	Hamírpur ...	19	...	9	328	337	...	...	3	362	...	...	362
	Total ...	57	...	16	1,248	1,264	...	...	8	753	120	243	1,116
Lucknow Division.	Kheri ...	18	...	...	492	492	...	...	...	163	...	...	163
	Sitapur ...	...	...	...	...	...	...	...	...	...	...	...	...
	Lucknow ...	2	...	...	65	65	...	...	...	...	31	330	361
	Hardoi ...	20	...	6	463	469	...	...	...	124	...	...	124
	Unao ...	2	...	12	74	86	...	1	3	40	59	236	335
	Rae Bareli ...	46	...	10	1,525	1,535	...	...	3	937	414	...	1,351
	Total ...	88	...	28	2,619	2,647	...	1	6	1,264	504	566	2,334
Fyzabad Division.	Bahraich ...	1	...	1	39	40	...	...	1	8	10	110	128
	Gonda ...	12	22	18	306	324	730	...	15	244	44	288	576
	Fyzabad ...	35	...	...	1,183	1,183	...	1	4	485	...	...	485
	Sultánpur ...	50	...	...	1,324	1,324	...	...	...	1,319	...	...	1,319
	Partábgarh ...	64	...	58	1,798	1,856	...	1	23	1,058	44	...	1,102
	Bara Banki ...	2	...	...	46	46	...	...	...	49	...	...	49
	Total ...	164	22	77	4,696	4,773	730	2	43	3,163	98	398	3,659
Allahabad Division.	Cawnpore ...	16	...	...	428	428	...	...	...	275	...	...	275
	Fatehpur ...	...	...	...	...	...	...	...	...	...	...	...	...
	Allahabad ...	83	...	...	1,765	1,765	...	...	...	2,128	...	...	2,128
	Jaunpur ...	41	...	...	1,226	1,226	...	...	...	599	...	...	599
	Mirzapur ...	12	6	53	631	684	350	5	48	509	361	669	1,539
	Total ...	152	6	53	4,050	4,103	350	5	48	3,511	361	669	4,541
Benares Division.	Gorakhpur ...	12	4	9	368	377	213	2	12	180	63	120	363
	Basti ...	88	...	73	2,809	2,882	...	1	23	1,967	109	...	2,076
	Azamgarh ...	51	3	21	1,279	1,300	85	1	8	877	170	642	1,689
	Benares ...	34	...	7	1,126	1,133	...	...	11	1,400	...	...	1,400
	Gházipur ...	103	...	14	3,303	3,317	...	...	16	2,486	...	...	2,486
	Ballia ...	95	1	114	3,429	3,543	39	...	...	1,607	88	...	1,695
	Total ...	383	8	238	12,314	12,552	337	4	70	8 517	430	762	9,709
Rohilkhand Division.	Bareilly ...	26	1	1	511	512	41	...	18	814	24	60	898
	Bijnor ...	106	1	38	2,144	2,182	67	...	...	1,533	...	...	1,533
	Budaun ...	4	44	...	56	56	1,164	...	...	18	...	...	18
	Moradabad ...	5	2	13	144	157	142	...	18	171	24	115	310
	Sháhjahánpur ...	7	...	...	150	150	...	...	...	75	...	...	75
	Pilibhít ...	30	...	22	843	865	...	3	11	962	108	...	1,070
	Total ...	178	48	74	3.848	3,922	1,414	3	47	3,573	156	175	3,904
Meerut Division.	Dehra Dún ...	2	1	2	85	87	72	...	...	125	23	359	507
	Saháranpur ...	48	1	...	1,312	1,312	26	...	...	404	...	...	404
	Muzaffarnagar ...	35	...	1	909	910	...	...	...	457	...	...	457
	Meerut ...	164	1	68	2,940	3,008	70	...	28	1,838	...	1,767	3,605
	Bulandshahr ...	52	1	63	1,181	1,244	65	3	8	1,129	100	639	1,868
	Aligarh ...	44	1	22	1,006	1,028	32	...	5	605	6	156	767
	Total ...	345	5	156	7,433	7,589	265	3	41	4,558	129	2,921	7,608
Kumaun Division.	Naini Tal ...	...	...	...	...	...	...	...	...	...	...	...	...
	Garhwál ...	...	...	...	...	...	...	...	...	...	...	...	...
	Almora ...	16	12	32	543	575	489	8	115	821	165	1,655	2,641
	Total ...	16	12	32	543	575	489	8	115	821	165	1,655	2,641
	GRAND TOTAL ...	1,490	106	753	38,485	39,238	3,990	27	427	28,085	2,953	9,725	40,763

85. Last year only 54 aided primary schools were reported, the number having been reduced to about half of what it was five years before. The change during the last year, during which the number has risen to 1,490, has been due to special measures. The number of scholars fell gradually from 3,990 in 1892 to 3,149 in 1896. This year 39,238 are returned, the increase during the year amounting to 36,089.

86. During the course of the year the sum of Rs. 75,000 was provided and distributed among District Boards for expenditure on the advancement of primary education, in which these provinces are so backward when compared with other parts of India. It was announced as the opinion of Government that the special grants so made might be advantageously devoted, in whole or part, to aiding private enterprise in this direction. Accordingly new grant-in-aid rules for vernacular primary boys' schools under District Boards were issued for the guidance of district authorities.

In Jhánsi, Mirzapur, Bareilly, Sultánpur, Jaunpur, Gorakhpur, Ballia, Hamírpur and Benares the whole, or practically the whole, of the allotment was spent within the year. In Bara Banki, Pilibhít and Garhwál the expenditure exceeded the allotment, and the excess was met from savings and transfers; except in Garhwál, which had to apply for an additional grant. Several other districts spent approximately the whole of their allotment within the year; but several others moderated their new expenditure under this head so that the full outlay to be incurred for a whole year should equal the allotment made to them, since they had no guarantee that it would be augmented this year. Circumstances have unfortunately made it impossible for Government to increase the special grant this year, hence the majority of districts, having committed themselves to expenditure on a larger scale than they can now keep up, find themselves in difficulty, and the only course open to them seems to be to close a large number of schools which have been called into existence for a few months only, and which have swelled our returns of scholars under instruction just for the present year. Money so spent can only be regarded as unfortunately wasted. Apart from this, it is the opinion of one Inspector that the number of aided schools newly opened is likely to be very considerably decreased shortly; since, at least in one district, *viz.*, Bijnor, he considers that new schools have been opened in a wholesale way, which does not promise to result in their being at all permanent.

Out of the Rs. 75,000 the actual expenditure amounted to Rs. 51,738, including the excess outlay in Bara Banki and Pilibhít, *viz.* Rs. 56 and Rs. 170 respectively. The table prefixed to paragraph 85 shows that under Rs. 28,000 of this was spent on aided schools; the rest being utilised in opening new board schools. The following districts seem to have utilised very little of their allotment:—

		Rs.		Rs.
Bánda spent	... ...	27	out of	750
Fyzabad	... ...	485	do.	2,000
Gonda	... ...	175	do.	1,000
Bahraich	... ...	192	do.	2,000
Azamgarh	... ...	687	do.	2,500

The method of procedure differed in different districts. In some, grants were given to existing indigenous schools; in others these schools were, after inquiry, considered to serve no useful educational purpose, and therefore not to be entitled to any grant. For the most part persons have been encouraged to open new schools in the prospect of eking out the small grants by contributions from zamíndars and others. In some cases fees are looked to, to make up for the want of such contributions. In some districts great care has been taken in selecting teachers for the new aided schools; in others it is to be feared that the teachers are not competent for their work.

In many districts a part of the allotment was devoted to opening new board schools, and in one case, owing as it is stated to the absence of any desire for education on the part of the people, and to the consequent difficulty in getting any one to open grant-in-aid schools, the whole of the money was spent in this way. In these schools the whole expense falls upon the Board, and therefore the return in the number of scholars for the money spent is not so great; but the return in the shape of the quality of the results is no doubt immediately more satisfactory. But there is no reason why aided schools should fall behind State schools in the quality of their work. They can, with care on the part of the Boards, be got to work up gradually to the same standard of efficiency as is prescribed for State schools. But to make sure of this, there must be rules, judicious and not harassing, which the Boards and the schools alike should be required to observe. In places where the public interest in education is so weak that nothing can be got out of an attempt to encourage private enterprise, it may be taken that the expenditure of public money on primary schools under public management, being the only way left to advance education, is not only allowable, but necessary.

The total increase in the number of vernacular schools under the inspection of the District Boards is about 2,000. In consequence of this the work of the District Inspecting Officers will be increased some fifty per cent. and the necessity of largely increasing the staff is very apparent. Otherwise the efficient inspection of the schools, which is of the greatest importance if they are to be made worth maintaining, is altogether out of the question. From most districts applications for additional Sub-Deputy Inspectors have been received. But as the want does not appear to have been foreseen, no provision for the increase was made in the district budgets; and therefore very little, if anything, can be done during the current year. The supplying of want is, however, the first step required to guard against a state of things dreaded by Mr. R. T. H. Griffith, a former Director of Public Instruction in these Provinces, when he wrote:—

> "It would have been easy to increase the number of primary schools aided by the Department by giving small grants or alms to the teachers of indigenous schools, and thus bringing them on the list of aided and inspected schools. The appearance of our returns would have been improved and our percentages would have risen; but real development and progress would still have been wanting. If mere numbers are to be the test of improvement; we can, if desired and if funds be supplied, swell our returns at once, and so make a better appearance in the statements of the next annual report; but the apparent improvement would be only improvement on paper."

87. From the district reports, in nearly all of which some reference is made to the new departure in vernacular primary education by providing aid to indigenous schools, I have collected the following extracts, which will show in detail what has been done, and in some cases the defects to be feared and guarded against.

The Inspector, 2nd Circle, reports:—"Some of these aided schools teach Arabic or Persian, others Sanskrit; the rest teach Urdu or Hindi with a little arithmetic. With the exception of the teachers of advanced schools, who are said to be good scholars, most of the teachers in the remaining aided indigenous schools were brought up in a similar class of schools and cannot be therefore considered very efficient. As regards the Arabic, Persian and Sanskrit schools, the grant is simply an unlooked for bounty which will add neither to their popularity nor to their efficiency."

The Inspector, 3rd Circle, says:—"The teachers employed in aided schools are, broadly speaking, men of inferior attainments, and not up to the mark. The reason of this is that they receive very low salaries, and often no doubt do not even get what they are entered as receiving. Some managers seem to think that they are themselves entitled to a portion of the grant-in-aid as a reward for having opened a school. The registration of scholars cannot be wholly relied upon in this class of schools as the amount of grant depends solely on this. It is, therefore, indispensable that the schools be frequently inspected; and this can only be done, if the inspection staff is increased. On the whole, the award of grants has given the schools more stability, and they are at least doing some thing towards popular education."

The Assistant Inspector, Benares, remarks that "these schools are becoming very popular, chiefly because they are not bound to follow strict rules and regulations, and the boys are not required to devote their whole time to study, so that they can give help to their parents in agricultural work as well". But it may be noted that even in State schools an attendance of not more than three hours a day is prescribed in lower primary classes, though the District Boards exact more.

Muttra.—"Though many applications for grant-of-aid were received, yet we had to refuse them for want of funds; some of the zamíndárs have promised to contribute six months' pay of the teacher, and their applications are under the consideration of the Board". This district, like Etáwah in the same Division, had no share in the grant.

Agra.—"When the Board was requested to examine its budget for the year and to see in what directions economy could be effected, this was the only head under which savings on any considerable scale were found possible. The expenditure on grants-in-aid was therefore intentionally restricted. Owing, however, to the scarcity of suitable applications savings would have occurred in any case".

"Out of the grant of Rs. 1,500, only Rs. 432 was spent during the year".

The procedure for paying the grant seems somewhat clumsy and necessitates the attendance of the manager at the tahsíl twice for each payment. The bill has to be signed by him and countersigned by the Deputy Inspector, before presentation at the District Board's office, and then the manager has to attend at the tahsíl again to receive his money. If the grants were paid monthly this would cause a great deal of delay and trouble. The Board has, however, sanctioned their payment in quarterly instalments. There seems no reason why the procedure in this matter should not be simplified, and the money drawn in the first instance by the Deputy Inspector alone."

Farukhabad.—The allotment was Rs. 2,000. Rs. 527-9-3 was spent on State schools, and Rs. 725-4-7 on aided schools. The number of new aided schools opened during the year was 41. The number of scholars taught in them was 624, and the contributions from other sources amounted to Rs. 1,011.

Mainpuri.—Eleven new halkabandi schools and 21 aided schools were started during the year from the extra grant of Rs. 1,750, sanctioned by Government for furtherance of primary education. Rs. 576 were allotted for indigenous schools, but this whole sum could not be spent, as nearly half of the year had elapsed when sanction was received. The number of scholars attending these institutions was 317, and their average roll 306, and the average attendance throughout the year was 271. All these comprise the Lower primary section. The expenditure incurred on the maintenance of these schools up to the end of March 1897 amounted to Rs. 228-15-0.

Etáwah.—"Up to present the District Board has been unable to give grants-in-aid to indigenous schools, as it has received no portion of the provincial additional grant of Rs. 75,000, sanctioned by the Government last year for the purpose, the funds at the disposal of the Board being barely sufficient to keep up the State schools."

Etah.—Numerous aided 'Deshi' schools were opened during the year, and yet during his cold weather tour the chairman visited three or four large villages where he was surprised to find there was no school whatever. He is of opinion that there is room for a much larger increase if ways and means can be found.

Jalaun.—No additional grant for the purpose was given to this district, and therefore in order to open new aided schools it was necessary and desirable to get money from other sources. It was thought useless to keep State village schools on an average attendance of less than 15 with high expenditure, and therefore 10 such schools were either abolished or reduced to the status of aided schools. Out of these savings 21 aided schools were opened, and two more out of the savings caused by the abolition of middle section of Kuthaund school. Thus the number of village schools was reduced by 10, while the number of new aided schools was 23, without any increased expenditure.

More aided schools will be established as soon as the season of scarcity has passed, provided that this district is also favoured with some additional funds. It is reported that some who have promised to contribute to the pay of teachers are now unwilling to continue their contribution.

Lalitpur.—"There is no aided village school here. The sum of Rs. 600, which was sanctioned, has been spent in starting six new State schools."

Bánda.—Practically nothing was done in connexion with the furtherance of primary vernacular education in the villages. Only Rs. 27 out of the special grant of Rs. 750, allotted to the district on this account was spent during the year. The Bánda district has suffered severely from the effects of famine for the past two years: and apart from the fact that the time was inopportune for trying the experiment of opening primary vernacular schools under the new grant-in-aid rules, owing to the abnormal character of the seasons, the time and attention of the officers of the district staff were devoted to matters of greater moment, *viz.*, the alleviation of distress. With the return of prosperity, a great deal more in this direction is hoped for.

Hamirpur.—Rupees 400 were placed at the disposal of the Board for the extension of primary vernacular education, and Rs. 361-14-11 were expended in giving grants-in-aid to 21 selected indigenous schools.

Sitapur.—The main feature of the year's work was the opening of 69 lower schools. These are a kind of hedge schools. The teachers are paid Rs. 2 and allowed to make what they can out of fees. The zamindárs sometimes supply an outhouse, and sometimes the schools meet under a tree. They were not in full swing till the last half of the year, and it is satisfactory to find that the number of scholars on the rolls in the 69 schools on the 31st of March was 1,790 or 26 per school. It must be remembered that owing to the famine the year was as bad a one as could have been chosen for the experiment, inasmuch as the teachers have been unable to collect any fees to give them an incentive to push on the schools, and the attendance has no doubt been diminished by the same cause. In the course of his cold weather tour, the Deputy Commissioner visited a good many of these new schools, and they seemed to be doing useful work. With a little help towards building they will do well. In one case the school was held in a good substantial shed with a raised plinth of about two feet. The cash cost of erecting this was given as Rs. 7. Of course the zamindár had helped with the materials.

Unao.—Four of the schools abolished last year on the recommendation of the Inspector of Schools, for alleged want of funds, were re-opened from the savings of the revision of establishment at village schools, and 22 new primary schools were started out of the additional grant of Rs. 2,000 sanctioned by the Government during the year under report. In addition to the above, grants-in-aid were applied for by 11 managers of indigenous schools, and all were sanctioned by the Board.

Bara Banki.—With the additional grant of Rs. 1,000 allotted for the furtherance of primary education, and with the savings in the old budget allotment, 21 new Board's schools were opened in August last. These schools have had a pretty fair start with an average of about 22 boys on the roll, and the average daily attendance of about 20 for each school.

The schools may go on tolerably well if the people continue to lend houses, although they are mostly incommodious.

The chairman writes:—'The policy of utilizing the extra grant recently obtained in opening Board schools rather than in aiding schools either existing or to be established by the zamindárs is one on which opinions may differ. It is certain that the aided system will give wider education for the same money, and the wider education need not necessarily be inferior to that given by the Board schools. But indigenous schools fit to receive aid are at present rare in this district; and it is doubtful how far the foundation of new private schools would be induced by the offer of aid. Should funds become available I intend to make efforts in this direction.'

Bahraich.—The most important feature of the year 1896-97 has been the liberal grant of Rs. 2,000 from Government for encouragement of primary vernacular education; but unfortunately the whole of the grant could not be utilised during the year. Towards the close of the year 19 schools were allowed an aid of Rs. 3 and Rs. 4 per mensem, according to the recommendations of the Deputy Inspector of Schools. Within a short time the number will be raised to 35. The number of scholars on the rolls on 31st March 1897 in the 19 schools aided at that time was 542, with a daily average attendance of 463, a percentage of 85, and a fee income of Rs. 19-11-0.

Gonda.—Rupees 1,000 were sanctioned by Government for the furtherance of primary education in this district. Nine schools received aid under the new rules, and three new Board schools were opened, whose expenses are paid from this grant. Only about Rs. 175 were spent during the year out of the grant of Rs. 1,000.

Fyzabad.—No State school has been opened in this district, observing that the object of the Government is to give primary education to a maximum number of boys at a minimum cost, and to foster private enterprise. The total number of aided schools on the 31st March 1897 was 35, with a monthly grant-in-aid of Rs. 128; of these 35 aided schools, 25 have been established during the year under report, and the rest are existing indigenous schools to which grants-in-aid were awarded. Some of the indigenous schools to which grants-in-aid were given have not as yet shown any signs of improvement.

Sultánpur.—The main feature of the past year, apart from which no appreciable progress since 1891-92 could be claimed, is the opening in August and September of 20 new State schools and 50 aided schools, thus practically doubling the number of primary schools in the district, and increasing the number of scholars from 3,477 to 5,446. The whole of the additional grant of Rs. 2,500 made by G. O. No. $\frac{330}{XV-792}$, dated 19th June 1896, has been spent: Rs. 2,118 on teachers' salaries and the rest on books and contingencies. In the 20 State schools the teachers receive Rs. 7 per mensem, and 4 annas per mensem for contingencies. In the aided schools the grant is Rs. 4 per mensem, and the teachers are supposed to be able to eke this petty salary out with school fees in cash or kind from the zamindárs. These new schools have been open during the last six months of the year, and can probably be maintained, if the interest in them does not die down, for Rs. 4,500 or so a year. They have already a roll of 2,040 scholars in the lower primary standard (VII, A and B and a few in standard VI) learning their alphabet and beginning to read. Nothing has yet been spent on buildings, and the minimum on books and furniture. The grant could hardly have been spread much further.

It was thought better to open entirely new schools in places where there was a demand for them, than to subsidize the few existing indigenous vernacular schools in the district, which appear able to get along without assistance.

It is early in the day to predict the history of these new aided schools. The teachers are all certificated men (with very few exceptions), and appointed through the officers of the Department. It remains to be seen whether the uncertain subscriptions of the zamindárs will be sufficient to satisfy them. Without this aid the pay of Rs. 4 per mensem, which they get from Government, is but a sweater's wage, and cannot be expected to produce contentment.

The Deputy Commissioner has recently sent an urgent appeal for more funds to enable him to keep these new schools in existence. He says that after all the pains that have been taken in starting them, we shall have to say good-bye to all attempts to spread primary education in the district, if they have now to be closed for want of funds.

Partabgarh.—This district had its share of Rs. 2,000. From this sum 59 grant-in-aid schools under the new scheme have been opened this year with an enrolment of over 1,600 scholars.

From the same allotment four new State schools have been opened, raising their number to 65 in the end of the year against 61 of the last year.

Rae Bareli.—Forty-six new institutions or maktabs were given grant-in-aid from the provision of Rs. 2,000 sanctioned for the purpose of furtherance of primary education by the Government.

The enrolment at close of the year in these maktabs was 1,535, and average daily attendance 793 ; 1,525 boys were in the lower primary section and 10 in the upper.

As the amount of grant (Rs. 2,000) placed at the disposal of the Board was communicated very late, *i.e.* on 30th June 1896, it was found difficult to utilise the whole grant, and only Rs. 937 were expended during year, leaving the balance to lapse to Government."

Allahabad.—In all Rs. 2,563-5-3 were spent out of the special grant of Rs. 3,000, Rs. 1,856-4-1 in subsidies to indigenous schools ; Rs. 435-10-9 in opening 10 new Board schools and Rs. 271-6-5 in contingencies. Subsidies were given to 87 schools: 51 at Rs. 4 and 36 at Rs. 3 per mensem. Changes were subsequently made, and at the end of the year there were 83 aided schools, of which 49 existed previously, and 34 had been started by means of the grants.

The following table shows the number of aided vernacular schools with attendance for the year under report :—

Number of schools.	Number of boys on roll on 31st March 1897.	Average attendance.	Hindi reading.	Urdu reading.	Hindus.	Musalmans.
83	1,765	1,480	1,144	621	1,308	457

The Chairman does not think that the grants were in all cases well considered. Sufficient care has not been taken to ensure that the people contributed themselves, and some cases came to his notice in which the grant was the teacher's only means of subsistence. Some mistakes are to be expected at the outset. But the result of the grants has been to increase by 50 per cent. the number of boys shown as receiving primary instruction. These grants are much appreciated and eagerly sought for. The Commissioner admits the necessity for strengthening the inspecting staff, and thinks that an additional Sub-Deputy Inspector should be allowed to the district, both in view of the increased number of schools and their deteriorated condition.

Cawnpore.—Aided schools are similar to Government schools in everything except the managing authority. Up to the end of March 1896 no schools of the kind existed in this district ; but in the beginning of July last an additional grant of Rs. 1,500 was allotted by Government for encouraging indigenous vernacular schools already existing, and for establishing fresh schools where the alternative for aiding suitable indigenous cannot be adopted. Out of this sum, from September last 12 new State schools have been opened in centres where there existed no schools before, and 16 private schools have been aided under the new grant-in-aid rules. The number of scholars learning in these schools on 31st March last was 428. The managers have willingly adopted the standard of instruction which is prescribed for the Board's vernacular schools. The payment is made by fixed grant of Rs. 4 a month to each school.

The accommodation in each case has been provided by the landholders and other well-to-do residents of the villages. The discipline is very inferior. Almost all the teachers are uncertificated and imperfectly educated, their registry of attendance is also open to suspicion, and therefore each school requires repeated inspections and more attention than a Government school does.

Jaunpur.—Rupees 1,000 were granted for the purpose to the district in July last. The District Board took steps in the same month for the proper utilisation of the sum. Three new schools for boys and one for girls were at once started and managed direct by the Board. The number of scholars on the rolls on 31st March was 108, of which 88 were boys and the rest girls. As to aided private schools, 42 were allowed grants-in-aid, of which 35 received at the rate of Rs. 4 per mensem and 7 at the rate of Rs. 3 per mensem, according as the number of scholars in the schools was 20 and upwards, or 15 up to 20. The number of students on the rolls at the commencement was 1,205, which by the close of the year increased to 1,249. Most of the schools which were opened in December or later were not inspected.

From the small experience had of the working of the grant-in-aid rules, it has become more than apparent that the system fills a want. The mere fact that the elementary education of over 1,200 boys has been brought under supervision during the year is encouraging.

Rupees 999-14-3 was the total expenditure during a part of the year only. The expenditure for the whole of the current year, 1897-98, will amount to Rs. 2400 approximately, even if only the present schools are to be maintained, and no aid given to fresh schools. That there is room for even increased expenditure is clear from the fact that 25 fresh applications have already been filed for grants during the current year.

The Board has thus aided twice as many schools as they can afford to subsidise with the money at their disposal, and the number will have to be reduced for want of funds.

Gorakhpur.—A grant of Rs. 4,000 was sanctioned towards the encouragement of primary education, out of which Rs. 3,606-12-1 were spent on new primary Board schools, and the rest was used in supporting grant-in-aid schools, and meeting the deficit in the old halkabandi budget allotment. The number of scholars in the district has increased by 2,673; the new primary schools accounting for 1,980, and 8 aided schools for 164; the roll in old primary schools increasing by 292. The zamindárs of this district will sympathise with the movement only so far as their purse is not affected and their convenience not interfered with. But as soon as they are required to give substantial support, they will become indifferent and apathetic. We must, therefore, wait long before anything like private enterprise can be drawn out in this district.

Basti.—The number of schools aided during 1896-97 is 88, of which eight were of the upper primary standard and the rest lower primary. The number on the roll of these schools on 31st March 1897 was 2,882, with an average daily attendance of 2,174. The zamindárs took upon themselves to bear the cost of the teachers' food, and to assign a portion of their houses for accommodation, to supplement the small grants-in-aid.

The cost to Government for 88 schools is Rs. 1,967-5-1, of which Rs. 1,786-15-10 was spent on teachers' salaries and Rs. 180-5-3 on registers and examination-grants given under rules 6 and 9 of the grant-in-aid rules. Although eight schools enrolled scholars in the upper primary section, only one passed a boy therein.

No interference was made with the management of the schools, except that the rates of fees for upper and lower primary sections have been prescribed at half anna per month per scholar in the former, and quarter anna in the latter, with permission to admit one quarter of the scholars free. The question of school hours, curriculum, furniture, &c., have been entirely left to the managers. Some measures are called for to prevent fraud in the shape of fictitious entries.

Azamgarh.—During the year under review 56 aided schools were either started altogether or were started on the aided system. All these were carefully inspected and reported on during the tour season, and as a result aids to six were withdrawn, it being found that the schools were practically a farce and the teachers and managers untrustworthy. We are now left with 50 of these schools. Some of them attract a small number of scholars, but it cannot be doubted that in better times this number will rapidly increase.

Benares.—The important feature of the educational administration during the year in question was the establishment of a new system of education brought into force about the middle of the year. A sum of Rs. 1,500 was sanctioned by the Local Government for the furtherance of primary vernacular education in the district. Out of this fund four primary State schools and 34 aided schools were opened at suitable localities. As there were only two or three indigenous schools to which aid could be given, respectable residents of other important places were persuaded to open schools in their villages to which Government would grant proper aid. In this manner 31 more such schools were started, and a monthly grant of Rs. 4 was given to each of them. Some of these schools are in a very flourishing condition and are likely to maintain their present position. There are others which are doing very fairly, and are expected to improve when the present dearth diminishes. There are only five of them as the Deputy Inspector reports that seem to decline, and where people show great antipathy to education, and have not as yet contributed sufficiently towards remunerating the teachers for their work. These will have to be removed to other localities shortly. On the whole the system, which, under the unfavourable conditions prevailing, has opened with such promising results, can hardly fail to prove successful when circumstances improve. If there is any defect at present it is this, *viz.*, that it was found impossible to provide for all these schools teachers of sufficient age and experience, and as a consequence many of the appointments had to be conferred on mere lads who had qualified up to the middle pass standard.

Ghazipur.—The year was marked by a special grant of Rs. 2,800 for the furtherance of primary vernacular education. Of this Rs. 2,421-10-4 were expended on opening 102 schools according to a system of grant-in-aid based on the principles laid down in paragraph 2 of G. O. No. $\frac{543}{XV-792-1}$, dated 12th December 1895. These schools would increase the figures by 102 schools, 3,113 scholars on the roll on 31st March 1897, and the average daily attendance by 2,470, *i.e.*, the figures would be nearly doubled. These schools have supplied a real want, and at a small cost the school population has been nearly doubled. The inspection work has been considerably increased by the opening of the vernacular aided schools; the appointment of an additional Sub-Deputy Inspector is essential for properly carrying on the work.

Ballia.—The greatest change and advance in education during the last five years took place in the year under report. Government, under G. O. No. $\frac{330}{XV-792}$, dated 19th June 1896, allotted Rs. 2,000 for the furtherance of primary vernacular education in the district, and of this Rs. 1,967 were spent up to the end of the year. Ninety-four indigenous schools were aided, and eight of them sent in 23 boys to the centre for the Lower primary examination. Of these 20 were successful. In 1891-92 there was only one aided school, which was converted in 1895 to a town school, and which had 83 scholars on its rolls. The number of boys taught in these schools is 3,497. The grant-in-aid has been regulated according to the following scale:—

	Rs.
To schools with more than 15 on roll	2
Ditto ditto 20 do.	2·8
Ditto ditto 30 do.	3
Ditto ditto 40 do.	4

In all cases the managers and the teachers are one and the same person.

Bareilly.—The number of aided primary schools has risen from 9 to 25, and every effort is being made to carry out the wishes of Government as regards these schools.

Bijnor.—There can be no doubt that the allotment of grants to "desi maktabs" has given a great spurt to the numbers receiving education of some sort. It remains to be seen whether this will continue, and whether a really efficient elementary education is given. One has to guard carefully against mushroom schools being started merely in order to obtain a grant, one case of which actually occurred. The Board took prompt measures as soon as a special allotment of Rs. 2,000 was placed at its disposal to give effect to that policy. The grant-in-aid rules were translated into the vernacular, and 500 copies printed and distributed widely throughout the district. The result was that applications for grant-in-aid began to come in, and in August 1896 as many as 93 schools were brought on the grant-in-aid list. More applications were received in subsequent months, and the total number that stood on the 31st March 1897, excluding those from which the aid was withdrawn for inefficiency, was 102, having an enrolment of 2,036. The amount of monthly aid that is given to these schools varies from Re. 1 to Rs. 4.

No interference has been made with the curriculum followed by these schools; but endeavours have been made to help the managers in making them as efficient and useful as possible. During the year 1895-96 there was only one school with an enrolment of 46 aided under Director of Public Instruction's Circular No. 16 of 1886. The present list of the aided schools is to be revised to keep the expenditure within the budgetted amount, and thus their present number will not continue.

Secretary, District Board, Budaun, says:—'Coming now to vernacular education, we find that the total number of vernacular schools in the district has increased during the year under report from 104 to 130. This is a very substantial increase, and the new schools that have been instituted are all village primary ones. In 1895-96 there were but 81 of these in the district; there are now 103, besides four indigenous schools aided by Government. With regard to these indigenous schools, enquiries were made all over the district, but only four were found at all worthy of support. It is practically impossible to exercise proper control over these grant-in-aid schools, and the teachers are practically independent, as they do not by any means solely depend on the grant-in-aid for a living.' Nor does the Secretary to the Board think that much benefit is obtained from these grants, as even without their aid the schools would still continue to exist, and the grants do not cause any increase of numbers or any improvement in teaching. One new school under the absolute control of the Board can be kept up at the same cost as two grant-in-aid schools, and is, in the opinion of the Secretary, very much more beneficial. An additional grant of Rs. 2,000 was made to this district for the purpose of primary education, and from this twenty-two new schools have been started. These schools are all doing fairly well; in some of them the numbers have become so great that assistant teachers have had to be appointed. The numbers on the roll and the average daily attendance at the village primary schools, has increased considerably during the year, the figures being 2,924 and 2,284 as against 2,556 and 2,044 in 1895-96. This is a very satisfactory increase, and is all the more satisfactory when we consider the circumstances of the year.

Moradabad.—Some of the newly-opened schools have not proved a success, and have had to be closed and transferred elsewhere.

Pilibhít.—In order to carry out the wishes of Government, the matter of extending the primary vernacular education has been kept prominently in view. The number of newly-opened primary aided schools on 31st March 1897 was 26. But great difficulty has been experienced in realizing the subscriptions promised by zamíndárs and other private individuals; and unless some of these schools are maintained solely at Government expense during the current year, they will very soon have to

be closed. Times are hard and money scarce, and the people cannot afford to subscribe towards these schools. Orders were, however, issued to the tahsildars and members of the District Board to make enquiries whether any more primary schools could be opened in any villages of their tahsíls on the grant-in-aid system. In the reports submitted by them they have mentioned a few villages where primary schools could be suitably established; but to expect any subscriptions from zamíndárs at such a critical time is absurd. In addition to the normal grant for village schools, Government sanctioned an extra grant of Rs. 500 during the year under report for the furtherance of primary vernacular education. The actual expenditure against this sum was Rs. 670-3-8, the excess being met from the fee increment allotment. In respect to aided schools, the practice of collecting the promised subscriptions through the tahsildars is, the Chairman thinks, very objectionable. The residents of the village should, in his opinion, be allowed to nominate their own schoolmaster and pay him direct, the Government grant-in-aid being paid through the Deputy Inspector of Schools, who inspects and examines the aided schools. At the present moment these aided schools are practically Government schools, towards the cost of which the residents of the village are made to subscribe, and in the management of which they have no voice. This seems to be the reverse of what ought to be.

Dehra Dún.—Some applications for new schools were received, but they could not be granted for want of funds. Careful enquiries have been made throughout the year both as to localities where new Government schools may be established with advantage, and regarding indigenous schools which may fitly be assisted under the new grant-in-aid rules. The result has been to convince the Board that education may be extended in both directions with good hope of permanent benefit. The Board's funds do not, however, permit of their taking action without further help from Government, and a separate report on the subject will be submitted. It is particularly gratifying to record the small beginning of a desire for education in the hitherto almost entirely illiterate pargana of Jaunsár-Bawár.

Saháranpur.—Under the new system of aided indigenous education inaugurated this year, 48 schools have been established in this district, showing a total of 1,312 boys on the rolls.

Muzaffarnagar.—The report shows an increase of two in the number of primary schools in 1896-97 against 1891-92; also the establishment of 35 newly-aided indigenous schools with 910 boys, at the monthly expenditure of Rs. 104, took place in the former year.

Meerut.—Aid out of the Rs. 2,000 Government grant was sanctioned to 137 schools; 12 declined it, and in one it was cancelled; there were thus 124 aided schools with a roll of 1,942 and an expenditure of Rs. 338.

Bulandshahr.—'The direct result of these grants-in-aid has been to increase the number of indigenous institutions from 39 to 51, while no less than 10 applications for the opening of new schools are under consideration. Considering that none of the pupils have as yet even attended any examination, I am of opinion that it is premature to pronounce on the success of the experiment. We are maintaining 86 primary schools at the cost of Rs. 13,527, giving a monthly incidence of about Rs. 13. In addition to this expense, we are now paying Rs. 1,038 in order to support 51 indigenous schools by grants-in-aid, varying from Re. 1 to Rs. 4. Presumably the real test of success will begin when we are able to effect a reduction of the more expensive State schools by replacing them by private but aided institutions of equal efficiency. At present the reports of the inspecting staff do not enable me to form an opinion on the standard of efficiency attained.'

Aligarh.—'On receipt of the Government resolution regarding the furtherance of primary education by aiding indigenous schools, lists of such institutions were obtained from the tahsíldárs, and the provisions of the resolution were made known to the persons interested. Fifty applications for aid were received, and 43 of these were considered eligible. A map prepared on the lines of the excise map was found useful in disposing of these applications. Rupees 1,250 were allotted to the district for this purpose; but as the machinery could not be put in motion till September, only Rs. 647 were expended in the year under report, aid being given uniformly at Rs. 2 a month. One thousand and nine scholars were reading in the 43 schools on the 31st March 1897.'

Garhwál.—There were hardly any changes during the previous five years, but the number of primary schools rose at once from 43 to 94 during the last year. The district owes this increased means of primary education to the munificent additional allotment of funds under G. O. No. $\frac{330}{XV-792}$, dated 19th June 1896. Grants-in-aid ranging from Rs. 2 to Rs. 4 were extended to six indigenous schools. The number of other grants-in-aid schools has remained the same, namely, two, for the last four years. The primary school buildings are maintained, as it is right they should be, by the zamindárs.

During the year the number of scholars in this out-of-the-way district increased from 1,922 to 3,956, in consequence of the well-directed efforts of the Chairman, Mr. Pauw, in the cause of primary education. He has found what the people wanted, and he has brought it to them in a way which they have found acceptable, and he is to be congratulated on the results.

Almora.—In the course of the year orders were received regarding the opening of indigenous schools. Rupees 500 were placed at the disposal of the Committee. Nineteen new schools were opened. In this district there are 27 private schools aided by the District Committee, and the villagers are desirous of having more schools of this kind. The Committee are at present obliged to refuse aid to several owing to want of funds.

(3) *Unaided Primary and Indigenous Schools.*

Kind of school.	Number of schools on 31st March.		Number of scholars on 31st March 1897.				Number of scholars on 31st March 1892.			
	1897.	1892.	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.
Unaided primary schools ...	18	17	434	83	...	517	464	46	21	531
Arabic or Persian schools ...	959	1,155	3,141	7,805	3	10,949	3,952	8,683	3	12,638
Sanskrit schools ...	293	367	4,122	2	...	4,124	4,398	7	2	4,407
Other oriental classics ...	35	40	254	45	...	299	498	78	12	588
Elementary institutions teaching vernacular only or mainly.	2,865	2,914	31,003	7,354	1,785	40,142	25,174	8,514	473	34,161
Elementary institutions teaching the Koran.	1,334	1,180	96	14,267	...	14,363	214	11,551	...	11,765
Total ...	5,504	5,673	39,050	29,556	1,788	70,394	34,700	28,879	511	64,090

88. There remains a miscellaneous assortment of schools, the statistics of which, so far as they are obtainable, are presented in the foregoing table. The largest number of schools and scholars is returned under elementary vernacular institutions, in which, too, there appears to have been distinct progress during the five years. These may be subdivided into (*a*) Urdu and (*b*) Hindi, Mahájani or Kaithi. In the Urdu schools reading and writing are taught, but often no Arithmetic; and in Mahájani schools the chief attention is devoted to a prolonged course of mental Arithmetic, with elementary reading and writing. These are exactly the schools which might advantageously be drawn within the new aided system, the opportunity being taken of insisting first upon a minimum attendance of 15 scholars, and upon their teaching some elementary arithmetic according to either European or Oriental methods. The fact that returns of these schools are received from the different districts must make it easy to get at them; while the increase in their numbers and the improvement in their curriculum would be a manifest gain, even if only a fraction of them consented to receive the grant on these conditions. There is no doubt that many such schools have been transferred to the list of aided schools during the year; but notwithstanding this their numbers are not much less than last year, while the attendance shows an increase of more than a thousand scholars. This is due to two causes. In the first place I had reason to believe that the collection of returns for these schools had never been as thoroughly dealt with in these provinces as elsewhere, and that there were many thousands of children under instruction for whom the province did not get the credit that was due to it. I accordingly issued strict orders regarding the collection of statistics for these schools. As a consequence many schools have been brought on to the returns, which have long been in existence unnoticed by the Department, with regard to which it appears to have been thought that they were no concern of the Department, which was in no sense their keeper. But it was remarked in the last Quinquennial Review of the progress of Education in India that the number of unaided schools in the North-Western Provinces was very small; and I attribute the circumstance more to the imperfection of the returns than to any real deficiency in this class of institution. I do not think that these returns are yet as complete as they might be. Another cause for the increase of the number of these schools during the year is an indirect effect of the new policy regarding aid to primary schools; Managers have come forward to give information regarding their schools in the hope of obtaining a grant, and some of the new unaided schools have been founded with that ultimate object in view. If this is so, it is probable that many of these schools should more properly have been classed with the few primary schools, which follow more or less the curriculum of district board schools and teach the three R's. Mr. Dela Fosse suggests that information regarding these schools might best be collected through the patwáris, except in municipal limits, where the Municipal authorities would be in the best position to render the requisite assistance. Many of the schools under Missionary management, with apparently a well ordered system of inspection, and trustworthy returns, have hitherto been ignored in the Educational records of the Province. Next to the elementary vernacular schools

come the Koran schools; which, in so far as they answer to their name, serve no recognisable educational purpose: they only become valuable when they add either reading or writing to their teaching the Koran by rote to children who are not expected to understand a word of what they are required to repeat. The Arabic and Persian schools add to the Koran some elementary reading in these languages, mainly of a religious nature. The Sanskrit Schools are also generally *quasi*-religious, teaching Grammar, Astrology, Astronomy and some religious books. The Arabic school at Deoband in the Saháranpur district seems to be a noted institution, to which scholars from all parts of India as well as from other Muhammadan countries come to receive instruction; the course also includes Mathematics, and degrees are conferred which are held in general respect by the Muhammadan community.

CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.

SECTION A.—*Training College, Lucknow.*

89. This is the only institution for the training of teachers for English subjects in anglo-vernacular schools. It was opened in the beginning of November 1896, and is maintained by Government. There is a senior and a junior class, the former intended to prepare men for teacherships in High Departments, and the latter for work in the lower sections of the schools. The staff consists of one Principal without assistance, and he therefore is compelled to take the two classes together and treat them as one. An institution so manned can fulfil its purpose only very inadequately.

There were 14 students in the junior class, and the same number in the senior. Of these 11 juniors and 12 seniors held Government stipends, the former of Rs. 8 and the latter of Rs. 10 a month. The full number of each sanctioned by Government is 12. The expenditure amounted to Rs. 1,934 from the opening of the institution till the end of March last; of this Rs. 1,116 was the cost of establishment and contingencies, and Rs. 818 was spent on stipends.

Fourteen senior students and two private candidates presented themselves for the Senior Certificate Examination, of whom 13 students and one of the private candidates passed. Fourteen junior students and one private candidate presented themselves for the junior certificate, which was awarded to 11 of the students.

Criticism lessons, work in the Model School.—The Principal reports that "there were up to the time of the submission of the Principal's report 99 working days, *i.e.*, from November 2nd to April 3rd, and during this time 50 practical lessons have been given to the model school boys and 35 to junior pupil teachers. Almost every lesson has without exception been criticised by the students not engaged in giving the lessons, and the criticisms were examined on the following day."

Physical Training.—Little has been done for physical training, as the grounds are very small. A tennis club was, however, formed by the Principal, and many students have learnt to play well. Mr. Kempster reports that among the students there was fine material for a cricket and football team, but there has been no place for play. This he regrets, as such games tend to encourage *esprit de corps*. There are parallel and horizontal bars in the compound, which have been used, but the want of a proper gymnasium is felt. An endeavour will be made to procure a playing field not far from the College, but it is very difficult to find a suitable place.

Boarding-house.—The rooms are large and lofty, and the students have reported that they were comfortable. The Principal reports that he has made night as well as day visits, and found everything in proper order.

Conduct, recreation, &c.—Mr. Kempster reports that the conduct of the pupils both in and out of the lecture-room has been exceptional, and that they have proved themselves to be gentlemen actuated by high motives. For recreation, tennis and debating clubs were started by the Principal, who has taken great interest in both. Satisfactory reports have been received of the general progress made in the training of the students, and of the manner in which interest has been awakened in their minds by Mr. Kempster.

Lectures have been given on truthfulness, obedience, duty, tale-telling, justice, candour, kindness, perception, conception, judgment, imagination, memory, school management, organization, discipline, &c., and model lessons have been given on Reading, Writing, Arithmetic, Geography, History, Grammar and Analysis, &c., besides the drawing up of notes for object lessons.

Regarding the employment of teachers, it is suggested by the Inspector, 2nd Circle, that a fixed minimum scale should for some years to come be fixed, so that aided schools, when applying for teachers, should be compelled to pay a fair wage He recommends at least Rs. 20 as a minimum for juniors, and Rs. 30 to Rs. 40 for seniors. The suggestion deserves consideration. At any rate it can at once be accepted in the case of Government schools.

The text-books used are Common School Education by Currie, and Model Notes of Lessons—Royal School Series. The books used for reference were Bain's Mental

and Moral Science, Garlick's Method, Fitche's Lectures on Teaching, and "How to prepare Notes of lessons" by Taylor.

A good reference library is urgently needed, so that the students may always find good standard books on all general school subjects.

The apparatus is not adequate; blackboards, maps, and diagrams are wanted. It is of the highest importance that our one training college should be supplied with all that is necessary.

90. In connexion with the opening of the training classes for teachers in anglo-vernacular schools, it was necessary to provide a practising school for practical training in class management and class teaching. There was a model school attached to the normal school, giving instruction in the vernaculars up to the Middle standard. It had only been opened the previous year, when similar provision was made at the other two normal schools; it was not a large school, but it was increasing and showed every promise of furnishing a fair practising ground for the village and town school vernacular teachers under training in the normal school. With the intention of turning it to the purposes of the English training classes as well, it was converted last November into an English middle school, under the idea that both English and vernacular students under training would be able to use it as a practising school, the primary classes being generally taught through the medium of the vernaculars, and the middle classes through the medium of English. The defects of the scheme are now very apparent. The building in which the school is held is a small one, in which it is impossible to find accommodation for classes of the requisite size, so that it could not be, in any adequate sense, a model school. As a matter of fact, the number of scholars has only reached 40, and the attendance at some of the classes can scarcely have exceeded two or three scholars; no training in the management of a class, at all worthy of the name, can be given to the training college students under such conditions. Further, the senior class students are preparing for work in high schools, and there are no high section classes for them to practise in; hence their so-called practical training is beside the mark. In the same way vernacular teachers from the normal school have now no longer any middle vernacular classes to practise in, although some of them are supposed to be qualifying for middle school teacherships. Thus the scheme which was adopted has not enriched the training classes, while it has left the normal school poor indeed, and in this respect much less efficient than the similar schools at Agra and Allahabad. Clearly the model needs remodelling, unless we are to have a training college with the training left out.

The room now used as a lecture-room by the Principal is too small. A larger hall is a necessity, if the classes keep even at their present strength.

I entirely concur with the Inspector in commending Mr. Kempster for the energy and ability he has displayed in starting and conducting the college, and for making such good use of the short time he had at his disposal.

SECTION B.—*Normal Schools for male teachers.*

			Government.		Aided or unaided.	
			1897.	1892.	1897.	1892.
	Number of schools.		3	4	...	1
Number of scholars on March 31st.	Government stipendiaries	1st year	161	207	...	...
		2nd year	160	127	...	...
		Total	321	334	...	*22
	On establishment and contingencies. — From Local Funds		21,757	21,839	...	..
	On establishment and contingencies. — From other sources		310	128	...	...
	On establishment and contingencies. — Total		22,067	21,967	...	...
Expenditure.	On stipends. — From Local Funds		19,004	21,665	...	...
	On stipends. — From other sources		...	363	...	...
	On stipends. — Total		19,004	22,028	...	...
	GRAND TOTAL		41,071	† 48,015	...	*2,558
Results of examination.	Number of candidates		160	304	...	...
	Number passed in Division I		62	(‡)49	...	...
	Ditto II		45	($)95	...	...
	Total passed		107	144	...	...

* Details not known.
† Details of Rs. 4,020 not known.
‡ Upper grade.
$ Lower do.

91. There are three normal schools for male teachers, at Agra, Lucknow and Allahabad. In 1892 there was likewise a school at Bareilly ; in former years there were also schools at Meerut and Almora, and it is highly desirable that two new schools should be opened without delay in place of those that have been closed. The number of students, which is regulated by the number of stipends allowed by Government, is less than it was five years ago ; whereas the circumstances of the Provinces clearly called for an increase.

Expenditure.—The schools are maintained by Government at a cost of Rs. 41,071 for last year. The expenditure is less by nearly Rs. 7,000 than it was in 1891-92. In each school the more efficient staff of to-day costs less than the inferior staff of 1892; it is smaller but better paid. The cost per student has fallen from Rs. 144 to Rs. 128.

Stipends.—The full number of stipends sanctioned by Government is 120 for each of the schools, but in Agra the number of students has had to be reduced to 100 for want of accommodation; accidents account for the remaining deficiency. The value of the stipends is Rs. 6 per mensem, which is said to be inadequate, unless some thing is done at the same time to meet the extraordinary expenses which are involved in residing in the normal schools; for ordinary living expenses it should be sufficient. The amount of the stipend was reduced from Rs. 7 in 1895 on the understanding that certain joint extra expenses falling upon the students would be met by the Government, as is believed to be the case in other parts of India. There is little doubt that the period of training is a time of great hardship to the students, who have not a penny of their own to fall back upon ; andthe result would be more satisfactory if they were to some slight extent relieved of their burden of cares. The better results would probably be found worth paying for. There are no students in receipt of stipends other than those provided by Government, though provision is made in the rules for the admission of such students sent in by local bodies, or managers of schools, in case of there being any accommodation available.

Examinations.—The first examination under the new system took place at the close of the year under report. Of 160 candidates 62 passed in the first division and are thereby considered qualified to work in a middle school, either as assistant or head teacher ; 45 passed in the second division and are qualified for any post in a vernacular school other than the head teachership of a middle school.

Practical class-work.—This is an important feature of the revised course. It includes criticism lessons given to the classes of the model schools (or, in Lucknow, to their class fellows) in the presence of all the students by one of their number under the supervision of the headmaster. This is found to be most useful in improving the class work of the students. Unfortunately there has been since last November no model vernacular school at Lucknow, it having been turned into an English school for the use of Anglo-Vernacular teachers. The students, however, practised teaching in the four lowest classes of the Anglo-Vernacular model school, each student taking the same class for an hour daily during a week consecutively. A purely vernacular middle school for the use of normal school students is urgently needed here as at the other normal schools. The final examination included a lesson given to a class in the presence of the Inspector; and these officers have expressed themselves as being very favourably impressed with the way in which the pupil teachers acquitted themselves. They also speak in the highest terms of the good work done by the headmasters of the normal schools.

Physical training.—The main object of giving special prominence to this in the normal schools is to fit village school teachers to take the drill of their own schools ; and to take an active interest in the games and athletic exercises of their own pupils. A beginning has been made, but all that is wanted has not yet been done. In drill and gymnastics a certificate of efficiency signed by the headmaster is required ; but the headmaster at Allahabad was only able to grant modified certificates to most of the students, as not more than two came up to the required standard ; a better result must be kept in view this year. The normal schools are not supplied with all the apparatus they need.

Boarding-houses—Are attached to the schools, and the students reside on the premises, which are kept in good order. But provision is needed for a supply of charpoys and boxes to hold the belongings of the students, as part of the permanent furniture of the institutions. At Agra a monthly deduction is made from the meagre stipends to defray the water-rate. The Inspector of the 3rd Circle reports that the one great difficulty has been to get the pupil teachers to eat enough food. Many are supporting families at home out of their stipends, so that with the present high prices they are hard put to it to live. The physique of some of them struck him as poor. Their thin pale faces were no doubt caused by the privations they were enduring in their efforts to support themselves and those dependent on them, as well as to meet the special Normal School expenses, on Rs. 6 a month.

Conduct.—The conduct of the students has, generally speaking, been good, except in Lucknow. Their manners and behaviour are reported to be far in advance of those of ordinary village school teachers. Two were dismissed from Agra, one for insubordination and the other for overstaying leave; one of the Lucknow students was expelled; and one of the Allahabad students was caught cheating in the Teachership Examination. The chief observable defect appears to be a want of truthfulness. As regards Agra and Allahabad no complaints beyond this have reached me against their morals. With their drill and gymnastics and the many things they are required to do, their hands are seldom idle, and so they are not very liable to fall into mischief. At Lucknow there has been constant trouble, apparently the outcome of intrigues against the staff of Punjábi masters. The originator of the trouble has been removed and matters are now moving smoothly. Complete arrangements for this were made in accordance with the orders of Government before the beginning of the year; but they were set aside during my absence on furlough, and the school suffered in consequence. There were in the same school several cases of petty theft during the year.

General progress.—During their two years' course the students are reported as making considerable progress physically, mentally and morally. From all accounts the work of these institutions is more thorough and to the purpose than it has ever been before; and considering its fundamental importance in a provincial scheme of vernacular education, this fact does something to brighten the outlook ahead, as holding within itself the promise of improved work in village schools.

Employment—Of passed students presents no difficulty, seeing that the outturn of the schools is not nearly enough for the requirements of the districts; and their services are practically bespoken before they leave the school. The Inspector, 2nd Circle, observes that trained teachers are now regularly provided for; but it took him at least three years to get Deputy Inspectors always to provide for such men, and very definite instructions had to be finally drawn up. Certain Deputy Inspectors seemed to think that any post would do for a passed man, even if it carried less pay than he had drawn before he was trained; and if the man, as often happened, objected, he had to remain out of employ for an indefinite period. There was evidently a screw loose in the educational machinery, for such a state of things to be possible. It will not continue.

The selection of men for training—Has not been invariably judicious. Though all have passed the middle standard, some can only have barely scraped through, and are so backward that it is astonishing how they could ever have succeeded. Deputy Inspectors will need to pay serious attention to this portion of their duties. Negligence here is the one weak spot in the present normal school system.

92. *Unpopularity of Normal Schools*—It was remarked in last year's report that it has been the habit not only of the students, but also of the inspecting officers who select them, to regard the normal schools as reformatories, to which objectionable teachers from village schools were sent by way of punishment, not perhaps for their shortcomings as teachers, but because of some reasonable or unreasonable hostility on the part of their Deputy Inspector towards them. Until the recent reorganisation, the normal schools were of no practical use for the training of teachers, and a student after attending a course at one of them was likely to be not a whit better qualified to teach than before he entered it. Under these circumstances it was not to be wondered at that no one was at all anxious to go to the normal schools, and if they had to be filled, it could only be by using them as places of detention for those whom the Deputy Inspector delighted to worry. But the re-organisation ought to lead to a very different state of things. A student who goes through the present course will, in the opinion of all the inspecting officers who have seen the working of the schools and the improvement in the students who have passed through the course of real and practical training, be a far superior teacher to any that have hitherto been available for vernacular schools; he may therefore be expected to do much better work, and to win promotion more rapidly. Hence instead of reluctance we may soon look for eagerness to join the normal schools, and it will be a mark of favour rather than of enmity to select a man for training. As a matter of fact, my inquiries show that those who pass out from these institutions are employed as teachers in all districts, if they are available, in preference to men not similarly qualified. But the number of certificated teachers is altogether insufficient for the needs of the districts, and as a consequence we have to fall back upon unqualified men to a large extent. This must go on until Government is in a position to establish at least two more normal schools; one at Moradabad for the 4th Circle, and one at Almora for the 5th. Without this an extension of primary education can only give much satisfaction to those who are content with quantity, and care nothing about quality. In order that proper use may be made of the existing normal schools it is necessary that (1) teachers already employed in vernacular schools, whether primary or middle, and whether managed by District Boards or Municipal Committees, should be required, if

they are under 22 years of age, to go through the normal school course as an indispensable condition for promotion to higher pay, (2) candidates for appointment as teachers, if they do not possess a normal school certificate, should in no case be appointed except temporarily, and then only in the absence of certificated men, and should not be allowed promotion unless they obtain a certificate, (3) as in a neighbouring province, the lowest recognised grade for a certificated teacher should be Rs. 8 per mensem; uncertificated men appointed temporarily in the absence of qualified teachers might be paid Rs. 6 per mensem, (4) if certificated teachers are employed in aided vernacular schools a small extra grant should be allowed, since as a general rule the work done by them will be better worth encouraging by grants from public funds than that done by other teachers, (5) normal school students should be selected by the Assistant Inspector, and not by the Deputy Inspector. With the present very limited accommodation in the three normal schools, it is impossible to make a certificate the only passport to employment as a teacher, which would be the ideal state of things, considering the general ignorance of those who take upon themselves a teacher's work; but at least it should be made the indispensable passport to promotion, in district and municipal schools, with certain reservations in favour of men of long service whose successful labours entitle them to consideration; and uncertificated men engaged in future should understand that they are at any time liable to be replaced by any certificated teacher who may be available. I do not think that, if these rules were adopted, the unpopularity of the normal schools would be of long duration. The Inspector of the 3rd Circle, is already able to report that certificated teachers will, on account of their scarcity, for some time to come, be able to obtain higher wages than others; this must tend to make the normal schools popular, and a course of training at them a thing to be desired.

CHAPTER VIII.—PROFESSIONAL AND TECHNICAL EDUCATION.

SECTION A.—*Law classes.*

93. The usual statistics with regard to these classes are given in the following table:—

Institutions.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.				Expenditure.			
			Bachelor of Laws.	High Court Vakil.	Pleadership.	Total.	Public Funds.	Fees.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Muir College... ...	64	69	10	4	2	16	463	4,637	...	5,100
Canning College ...	60	73	8	1	2	11	...	4,024	1,183	5,207
Queen's College ...	16	35	1	...	2	3	1,409	1,311	...	2,720
Aligarh M. A. O. College ...	93	16	5	...	...	5	...	1,550	1,810	3,360
Agra College	54	47	11	2	...	13	...	2,074	326	2,400
Bareilly College ...	30	14	2	...	...	2	...	866	...	866
St. John's College ...	33	12	4	...	...	4	...	792	468	1,260
Meerut College ...	16	2	...	...	1	1	...	760	...	760
Total ...	366	268	41	7	7	55	1,872	16,014	3,787	21,673

In Canning College the rate of fees has been raised; and the Principal observes: "Many students joined the law class who had no intention whatever of going forward to an examination, but who thought that a mere certificate of attendance (though their knowledge of law might be *nil*) would be of some service when asking for employment. These young men seem to have calculated that the certificate was not worth the increased fee; and to the advantage of the class, they left."

The effect of the ruling of the Allahabad University allowing none but graduates to attend the two years' course of law lectures preparatory to the LL.B. Examination has already begun to tell on the attendance at law lectures; in some cases fees have been at the same time raised, with the result that the numbers have been still further reduced. The question will no doubt arise in some colleges, both Government and aided, whether it is advisable to spend considerable sums on the maintenance of a very small class with an exiguous fee-income. At Queen's College, Benares, the fee

income already falls below 50 per cent. of the Professor's pay, and the numbers attending are more likely than not to decline still further. It would seem to be reasonable to amalgamate this small class with that at the Muir Central College. Law lectures, at least, should not be carried on at a loss. The immediate effect of the ruling above referred to, which will be operative for the first time in the examination of 1899, is at the same time to largely increase the number of candidates for the examination, there being a rush to get through on the part of many who will be excluded under the new conditions.

The numbers of candidates and passes for each year since 1891-92, in the LL.B., High Court Vakil and Pleadership Examinations are given in the following statement:—

		1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Bachelor of Laws	Candidates	38	51	69	111	153	191
	Passes	14	24	34	39	45	41
High Court Vakil	Candidates	19	22	40	25	9	26
	Passes	12	5	4	1	...	7
Pleadership	Candidates	47	65	85	82	60	51
	Passes	13	20	5	5	6	7
Total	Candidates	104	138	194	218	222	268
	Passes	39	49	43	45	51	55

The number of candidates at these examinations has steadily increased; while there has generally been a very slight corresponding rise in the number of passes. The number of candidates for the LL.B. Examination is likely to fall in 1899, under the new rule, requiring two years' attendance at law lectures after passing the B.A. Examination, in accordance with the practice in other parts of India. The increase in the number of candidates this year is due, as already explained, to the efforts that are being made to pass the examination before the new conditions are imposed.

The variations in the expenditure on law classes during the last six years are exhibited in the following figures:—

	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	3,382	3,171	3,535	3,743	4,855	1,872
Fees	14,903	16,344	16,757	19,064	21,321	16,014
Other sources	*4,604	3,196	5,491	4,411	2,311	3,787
Total	22,889	22,711	25,783	27,218	28,487	21,673

* Including Rs. 609 from Municipal Funds.

Owing to the small attendance at law classes, the Canning and Benares Colleges have reduced their expenditure during the last year. The decreased attendance also accounts for the diminished fee-income.

SECTION B.—*Medical Education.*

94. A Medical School is maintained at Agra, comprising two departments, one for men and one for women. Its object is the training of hospital assistants. The returns show that it was attended by 253 students, and that the total cost to Government amounted to Rs. 23,080, or Rs. 91 per annum for each student. There is no institution for higher medical education in these Provinces; but four scholarships and four free studentships in the Medical College, Lahore, are provided annually by the Government to enable students to go through the course of training qualifying them to become Assistant Surgeons. The full number of students from these Provinces thus provided for at Lahore is 40.

SECTION C.—*Thomason Civil Engineering College, Rurki.*

95. The details of the Entrance Examinations for students joining on the 1st April 1897, and the strength of the College at the close of the year, are shown in the following table :—

	Civil.		Military.		Total.	
	English.	Native.	English.	Native.	Of each.	In residence.
Engineer class.						
Second-year students	9	6	...	...	15	15
First „ „	13	5	...	...	18	18
Candidates examined for next year	10	18	...	...	28	...
„ passed	4	7	...	...	11	...
„ admittted, privileged	4	7	...	...	11	...
„ „ unprivileged	1	12	...	...	13	...
Upper Subordinate Class.						
Apprentices on works	4	2	9	...	15	...
Second-year students	7	7	8	...	22	22
First-year students	8	9	8	...	25	24*
Candidates examined for next year	10	75	14	...	99	...
„ passed	8	45	13	...	66	...
„ admitted, privileged	6	6	12	...	24	...
„ „ unprivileged	1	5	...	...	6	...
Lower Subordinate Class.						
Second-year students	...	42	...	...	42	42
First „ „ unprivileged	...	24	...	...	24	24
Candidates examined for next year	...	151	...	...	151	...
„ passed	...	99	...	...	99	...
„ admitted, privileged	...	40	...	...	40	...
„ „ unprivileged	...	15	...	...	15	...
Mechanical Apprentice Class.						
First-year students	...	9	...	...	9	9
Industrial Class.						
First-year students—						
Section I.—Printing trade	...	2	...	...	2	2 } †
„ II.—Photography and photo-mechanical work	...	2	...	...	2	2 } †
„ III.—Art Handiwork	...	3	...	...	3	3 } †
Military Survey Class.						
Students	...	...	8	10	18	18
Junior Civilians Survey Class.	...	...	...	...	...	...
Grand Total ...	85	591	72	10	758	179

* One Civil English Student left. † Will be increased to 18.

Nearly a half of the students come from the N.-W. Provinces and Oudh.

Important changes have been carried out during the year, *viz.*, the opening of a Mechanical Apprentice Class, and of Industrial Classes. Regarding these the Principal reports as follows :—

Mechanical Apprentice Class.—This new class was started on the 30th November 1896. The students were all selected by the Director of Public Instruction from the Industrial School, Lucknow. They are given a training in theory and drawing at the College, and in practical work at the Canal Foundry under the orders of the Superintendent. The students who have joined do not seem likely to be able to work up to the standard of theoretical knowledge necessary for Foremen Mechanics, and it will probably be necessary to introduce an Entrance test in the future; the present system will, however, be given a fair trial before this course is recommended.

Industrial classes.—Three classes have recently been started, *viz.*, in the printing trade, in photo-mechanical work and in carving. The full number of students for these classes has not yet been entertained : great care has to be exercised in making selections, so that the students may be well suited to benefit by the special instruction given to them. These classes should afford an opening for the most promising students of the Provincial Industrial Schools, and educated Natives with tendencies for scientific pursuits.

A special class of non-commissioned officers and men was held for the practical instruction of surveyors to be employed on the Mombassa-Uganda Railway.

Photography and Ferrotype.—The second year students of all classes have been trained in ferrotype, and fifteen men in photography.

The work of the Engineer class was fair. This class this year had little or no time to devote to photographic work in the cold season, as they had a heavy project to prepare.

Course of study.—No special changes were made, as the new three years' course, which has been sanctioned finally, will be brought into use from the 1st November 1897. The 1st year Lower Subordinate Class was put through the new course. It may be mentioned here that opportunity was taken at the time of revision of the Engineer three years' course, to revise the two and one year courses of all classes of the College.

SECTION D.—*Industrial School, Lucknow.*

96. This school was established in the year 1892-93.

The accompanying table shows the number of scholars, subjects taken up, expenditure, &c. :—

		1892.	1893.	1894.	1895.	1896.	1897.
NUMBER OF SCHOLARS.	On rolls on March 31st	...	101	135	106	160	179
	Average monthly enrolment	...	89	122	112	135	173
	Average daily attendance	...	66	94	87	109	150
	Percentage of attendance	...	74	77	78	81	87
	Learning drawing	...	75	120	98	151	179
	Ditto carpentry	...	101	91	73	116	118
	Ditto ironwork	...	...	44	33	44	61
	Ditto glass-blowing, &c.	...	...	...	10	13	13
	Number of scholarship-holders...	...	...	...	...	24	21
			Rs.	Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Establishment and contingencies	...	1,729	4,949	5,203	6,023	7,400
	Scholarships	...	...	...	...	379	617
	Total ...	...	1,729	4,949	5,203	6,402	8,017
EXPENDITURE.	Provincial Revenues	...	1,729	4,891	4,996	5,704	7,240
	Fees	...	...	48	196	352	593
	Other sources	...	...	10	11	346	184
	Total ...	...	1,729	4,949	5,203	6,402	8,017

and it will be gathered from it that except in the year 1895, when there was a heavy fall in numbers, the school has steadily increased under all heads of attendance; and had it not been that 12 boys left during the year 1896-97 for Rurki, there would have been 191 on the rolls instead of 179, and in consequence those learning various branches of subjects would have also been proportionately larger.

The following brief history of the school will explain changes and causes of increase under all heads.

On 1st November 1892, Sir Auckland Colvin opened the school, stating that as railways were replacing roads, so must Railway Engineers replace Road Engineers, and that as they required skilled subordinates a technical school was required to train them, and that this school was the outcome of the want.

Management.—The school was placed under the control of a committee consisting of the Director of Public Instruction; the Inspector of Schools, II Circle; the Superintending Engineer, Lucknow Division, and the Locomotive and Carriage Superintendent, Oudh and Rohilkhand Railway; and lately under the orders of Government this committee has been strengthened by the appointment of the Principal of the Engineering College, Rurki.

Scope.—At first the school was conducted on the lines of the Lahore Railway School, which prepares boys for the English Middle examination, but orders curtailing the literary and particularly the English education were enforced from November 1893. The effect was that many boys who would have joined the school did not do so, and many left. All through, however, prominence has been given to manual training. At first three-fifths of the whole time was given to manual work. After orders above quoted came into force it was increased to about two-thirds, and as soon as the rules for re-organisation, that were under consideration at the close of the year, come into force the time given to manual work will be three-fourths of the working hours.

Admission and attendance.—At first admission was restricted to the sons of Railway and other artisans, who paid no fees and were supplied with books gratis.

In December 1893, it being found that there was a demand from other classes for this kind of education, the school was thrown open to the general public on the

payment of a small fee, and at the same time the number of free scholars was limited to 100 artisans and 20 poor Europeans or Eurasians.

From the return it will be seen that the numbers on the rolls have increased from 101 in March 1893 to 179 in March 1897, and the average daily attendance has increased from 66 to 150, or 127 per cent. The increase of Muhammadan students from 32 to 48 per cent. of the total enrolment is deserving of notice.

It is a strange fact, however, that the number of artisans has steadily fallen from year to year, and now there are only 41 enrolled against 101 on 31st March 1893. The explanation of this is probably to be found in the fact that the Railway workshops take in youths as apprentices, the latter probably think that this ensures them more certain employment, and the Railway authorities perhaps prefer to train their own workmen from childhood.

Expenditure.—Neglecting the figures for 1892-93, as the school had then been but a few months in existence, it will be noticed that the net cost has risen from Rs. 4,891 in 1893-94 to Rs. 7,240 in 1896-97. To account for this is simple, as the staff has increased 50 per cent., most of the heavy expenditure on account of machines has been made, and scholarships have been founded.

The incidence per scholar has fallen from Rs. 39 to Rs. 38.

Fees and sale-proceeds.—Fees have been steadily increasing, having risen from Rs. 48 in 1893-94 to Rs. 593 in 1896-97. Sale-proceeds have also increased, but not to the extent possible. If the Public Works Department authorities would take more wood and ironwork from the school, not only could the work be done, but be done with considerable gain to the School and Department.

There were orders issued by the Superintending Engineer that indents should be sent to the School, but they have practically become a dead letter.

The School did receive orders this year for tools for the famine works, but they were required in such a hurry that little could be done.

Ironwork to the value of Rs. 300 was supplied in 1895 to the District Engineer, and gave satisfaction.

Scholarships.—It was found that boys could not be made to stay long enough to complete the course, on account chiefly of poverty and the temptation of earning a couple of rupees a month in the bazár. So from July 1895 it was decided to grant scholarships to deserving boys. Numbers at once rose from 107 to 120, and in six months to 146. These stipends do not appear to have kept many artisan boys for the full course, but the Head Master reports that they have acted beneficially in increasing the numbers, and in making boys stay longer than they did.

Results.—The results of examinations have been satisfactory and are still improving. The percentage of passes last year was 59 as compared with 46 in 1892-93.

Course of study.—The course of study consists of a little English and vernacular, Arithmetic, some Euclid and Mensuration,

(1) Literary. and Elementary Mechanics.

Drawing.—Including Free-hand, Geometrical,

(2) Manual. Model and Scale Drawing.

Carpentry.—Which includes simple carving and joinery, *i.e.*, making of joints, roof trusses, turning, panelling, veneering, wheel-making, doors, &c.

Smith's work.—Extends from elementary chipping and filing to lock and tool-making and brass-casting, &c.

Glass-blowing.—Teaches boys first to melt glass and then to blow and make articles, from bulbs to funnels, chimneys, candelabra, waterjugs, &c.

Workshops.—For teaching the above manual subjects there are three workshops, beside drawing class-rooms.

The Carpenter's Shop is supplied with two lathes, a joiner's cramp, a fret-sawing machine, as well as ordinary benches and grindstones. The eyes and hands of the boys are first trained by means of carving, after which they go on to ordinary joinery.

The Smith's shop has two punching and shearing machines, an excellent metal-turning and screw-cutting lathe, a set of stocks, taps and dies, and a drilling machine. All minor tools in use are made in these shops.

There is nothing better in the latter shop for making the boys accurate than the handling of the lathe.

The Glass-blowing shop is not well supplied. It has not been found possible to get a really good and cheap furnace, so we have had to be satisfied with the crude native mud furnace, which entails a loss of heat as well as fuel. Simple native tools also are exclusively used. The Head Master has tried to utilise native-made glass, but found it, in addition to being brittle, so mixed with *kankar* and foreign substan-

oes that much had to be rejected, and he had to give it up in favour of the more expensive but more easily worked broken European glass.

Scientific apparatus.—In these shops scientific apparatus has been made. In January 1893 a set was begun for the Institute itself, and was finished in three months, with the help of outside artisans, and was highly approved of. Since then complete sets have been made and supplied to the High Schools at Moradabad, Jhánsi, Aligarh and Saháranpur, and to the Lucknow Normal School, while several instruments have been made for the Benares, Queen's, and Jaunpur Schools and for the Deputy Inspector of Schools, Fyzabad, all of which appear to have given satisfaction. A set is now being made for the Etáwah High School.

Boarding arrangements.—The school does not profess to be a boarding school, but did find accommodation in vacant rooms in the building for two or three Arya Samaj orphans from Bareilly, and a master lived in the building and took charge of them.

During the past two years many applications for boarding accommodation have been made, but have had to be refused.

To enable non-residents of Lucknow to take advantage of the school, it appears necessary that a hostel should be built when the new school buildings are erected.

The conduct of the scholars has on the whole been excellent. One or two Eurasian boys at first gave trouble and had to be turned out, otherwise there has been nothing serious to complain of.

General progress during the year has been satisfactory; but it is to be feared that until the school gets its highest class, the results will not be as good as they should be, on account of the drain of the best boys for Rurki from lower classes.

Employment of passed students.—Absolutely accurate figures are not available. The following are, however, approximately correct:—

Two have become drawing masters in zila schools.				
About	15	are employed in the	Oudh and Rohilkhand Railway Workshops.	
Ditto	6	ditto	ditto Rohilkhand Kumaun	ditto.
Ditto	4	ditto	ditto Indian Midland	ditto.
Actual number	2	ditto	ditto Lucknow Railway station.	
Ditto	2	ditto	ditto Military Division Workshops.	
Ditto	1	as an Assistant Carriage Examiner.		

The wages of the above vary from three annas per day to Rs. 25 a month.

Some other students have officiated as drawing masters.

The Head Master reports that he only knows of one case of a boy leaving the school up to date, who has taken up other employment than that of an artisan or draftsman; the one case being a Christian youth, who was made a ticket-collector.

The staff.—The teaching staff at first consisted of eight teachers—two for English, two for vernacular, two for drawing, and two for wood-working. In July 1893, the staff was increased by the addition of a blacksmith instructor, when smith's-work was started; and in July 1895 a second blacksmith instructor had to be engaged, since one man could not teach the number of boys and manage the machines alone; and lastly, a third vernacular teacher had to be appointed. The menial staff has been increased by two on account of the extra work the additional workshops entailed. A cooly was appointed in 1895, and a daftri in 1896.

During the year under report all have worked well, but the Head Master, Babu Tara Prasanno Banerji; Lala Radha Kishen, 1st Drawing Master; and the Senior Blacksmith Instructor are particularly deserving of praise for their efficient and conscientious work.

Building.—The unsuitability of the present building for the requirements of the school has often been reported before. Great inconvenience is being felt for proper accommodation, more particularly as the numbers have increased so much. During the hot weather dust blows into the 2nd drawing class-room and smothers the drawings. A new building has, however, been sanctioned, and will, it is hoped, soon be under construction.

Furniture and apparatus.—The school is pretty well supplied with furniture and apparatus. During the year an excellent second-hand punching and shearing machine has been added, and, when repaired a little, will be of far more use than the expensive toy supplied in 1895. A small fret-sawing machine of the value of Rs. 15 and a joiner's cramp have been purchased. Two carpenter's benches with proper vices and screws and an iron trough for a grindstone were made in the school for the 2nd carpenter's shop.

Arrangements are being made to supply the school with 30 drawing desks.

Briefly, then, to summarise the history of the school:—

(1) The original aim was to train boys to be efficient railway artisans.

(2) Its scope was widened by being thrown open to the general public.

(3) Its subjects and staff were increased when smith's work and glass-blowing were introduced.

(4) To endeavour to keep boys during the full school course scholarships had to be given.

(5) Under the orders of Government a committee was held last year to inquire into the working of the school and to make suggestions.

In consequence the literary side is to be further reduced; the manual being increased; and new industries have been proposed for introduction into the curriculum.

(6) The school has been affiliated to Rurki, and last year nine boys were sent to the mechanical class and six to the class of Art Handiwork; three of the latter, however, were rejected on account of ignorance of woodwork.

Other Industrial Schools.

97. The Society for the Propagation of the Gospel Mission at Cawnpore possesses an industrial school, but it is not aided by Government and the Inspector is not able to give any precise information about it. It is under the charge of the Rev. Foss Westcott, and I learn that through his zeal and careful management it is making great progress, and is proving a most useful and popular adjunct to the Mission.

There is something in the way of an industrial school attached to the Church Mission Society at Gorakhpur, but I have not been supplied with any account of its working.

The Industrial Orphanage at Cawnpore belonging to the American Mission is in no sense an industrial school. It consists of a boarding-house for orphan boys, who are sent during the day to the Mills to learn the work of ordinary Mill hands, or to the leather manufactories to learn the making of boots and saddlery. I have, however, requested the Mission to provide some regular instruction for these boys, and they have made arrangements to do so in future.

SECTION E.—*Agricultural School, Cawnpore.*

98. *Staff.*—During the year under report the staff consisted of the Principal and three assistant masters, but by re-organisation of the staff of the School and the farm, the services of one assistant master have been dispensed with, and the farm has been placed from this year under the direct supervision of the Principal. The first assistant master, M. Syed Ali Husain, has had an experience of about 10 years as the Superintendent of the Experimental Farm, and has undergone a course of two years in agriculture and the allied sciences at the Poona College of Science. The second assistant, Babu Gulab Ray, is a Physical Science graduate of the Allahabad University.

Number and distribution of scholars, the expenditure and the examination results are given in the accompanying tabular statement. Fees are not charged for tuition in the Agricultural School.

Scholarships and stipends.—Since 1894, when the school was started, scholarships have increased in number from four to eight, and the expenditure under this head has risen from Rs. 125 to Rs 440. One student is in receipt of a stipend of Rs. 15 from the Jodhpur State, given him with a view to his employment subsequently in connexion with the improvement of agricultural methods in that State.

Return of Agricultural School, Cawnpore.

			1894.	1895.	1896.	1897.
Total on rolls on March 31st			21	36	31	30
Average daily attendance			17·1	32·6	28·6	28·2
Number of Scholarship-holders			4	4	8	8
Expenditure.	Establishment and contingencies	Rs.	3,537	3,841	4,701	4,380
	Scholarships	"	125	159	376	440
	Total ...		3,662	4,000	5,077	4,820
Expenditure met from	Provincial Revenues ...	Rs.	1,831	2,000	2,538-8-0	2,410
	Other sources (Patwári Fund) ...	"	1,831	2,000	2,538-8-0	2,410
	Total ...		3,662	4,000	5,077	4,820
Results of School Final Examination.	(1) Elementary Physics and Chemistry. Number of candidates ...		...	*35	12	18
	(1) Elementary Physics and Chemistry. Number passed ...		...	33	10	16
	(2) Agriculture and Surveying. Number of candidates ...		...	*35	12	18
	(2) Agriculture and Surveying. Number passed ...		...	34	11	14

* One more applied, but could not appear in the examination owing to an accident while working in the Laboratory.

The Final examination of the school was held for the second time in April 1896. Eighteen students appeared for this examination, of whom 16 passed—4 in the 1st division and the rest in the 2nd division. In the Final examination held in April 1897, 13 candidates appeared, of whom 12 passed—7 in the first and 5 in the 2nd division.

Practical agricultural work.

Plot cultivation.—The batch of students that passed out in April 1896 had quarter of an acre under oats, and small plots of 121 square yards each under sugarcane. The outturn of oats ranged from 14½ to 31½ maunds per acre, while the average of all the plots put together came to about 24 maunds per acre. The soil is only of average quality, and no manure was applied, except a top dressing of "lona," *i.e.* earth containing saltpetre, and these heavy outturns were chiefly due to the excellent tilth which the students gave to the plots with the help of the more efficient implements and better cattle of the farm.

The senior students grew wheat on the quarter-acre plots. The crop, being as good as any grown by the students in former years, has yielded an average outturn of about 23 maunds per acre. They have also grown barley and gram. The gram was sown after removing a first-class crop of sugarcane, the students finishing the preparatory tillage in three days.

The first-year students grew small plots of gram. They have also recently planted sugarcane. They take to field work willingly and cheerfully, and their being engaged in ploughing or irrigation, &c., on moon-light nights has now become a matter of common occurrence in the School.

Other agricultural work.—In January last, when the sugarcane crushing of the Experimental Farm went on, both the senior and junior students were put to this work; the former for 18 days and the latter for 20 days. This gave the students an opportunity of learning an important class of agricultural work on a larger scale than is possible on their small plots.

Practical surveying.—Hereafter the whole, or almost the whole, of the practical training in surveying will be given in survey parties working in the districts. The students may for the purpose be deputed to the parties in the cold weather for a period to be fixed by the Director. Considering the importance of surveying in the afterlife of the students as kanúngos or servants under the Court of Wards, this has been decided upon with the approval of Government.

Botanical specimens.—The students devote some portion of their time, chiefly out of school and during holidays, to collecting and preserving botanical specimens.

Laboratory practice—Has hitherto consisted of qualitative analysis of compounds, containing the bases and acids mentioned in the School Syllabus. For want of time it has not been possible to let the students do for themselves the experiments mentioned in the Syllabus under the head of "Chemical manipulation."

Physical training.—Gymnastics are made a regular part of the school course, and the progress would be more satisfactory if there were a regular instructor. Foot-ball is played for an hour in the evening, when the attendance of the students is compulsory on the working days of the school. During the year under report a lawn-tennis club has been formed, which has added materially to the interest and pleasure of life in the boarding-house.

The Riding Club that was formed last year has been working successfully. A practising ground with circles and diagonal lines laid out is in course of preparation. In April 1896, ten students after examination were passed as capable of performing such executive duties as might be required from them on horse back. In 1897, 12 were awarded similar certificates. The club possesses at present two horses cast from cavalry regiments.

Annual sports.—Were held during the last Christmas holidays for the first time in the school. The foot-ball, lawn tennis, riding, gymnastics, plot cultivation and out-door classes in agriculture, surveying and botany, not only keep the students in good health, but generally well engaged and in good spirits. The progress that they make in their health and physical endurance by an attendance of a few months at the school is well marked, and is well recognised amongst the students themselves.

Boarding arrangements.—The boarding-house, erected for the purpose, affords accommodation for 18 students, but the rest also are given boarding quarters in the out-houses attached to the school building and in the kitchens of the boarding-house, the cooking being done under a thatch put up for the purpose as a temporary measure. More boarding room is the first want. The boarders pay each a fee of annas four a month, and the collections are spent for the benefit of the boarders. The cost of living in the boarding-house ranges from Rs. 15 to Rs. 22 a month per boarder in the case of average students.

An Agricultural Students' Association has been working almost ever since the commencement of the school, with the object of improving the general and agricultural knowledge of the members. Last year in connexion with it a reading-room was opened. This reading-room, meant for purposes of general reading, is located near the boarding-house as a complement to the library and reading-room of the school, supplying professional and scientific books and journals. The want of a general library containing some good books on biography &c., suited for young men has been greatly felt.

Conduct of students.—Has been, generally speaking, perfectly satisfactory during the past two years, the credit for which is due to the Superintendent, Munshi Syed Ali Husain, under whom the discipline of the boarding-house has continuously improved.

General progress since the opening of school.—The standard of tuition and final examination has become considerably higher. The teaching in agriculture, agricultural chemistry and botany, is getting more pointed and practical. Steady progress has been made in practical agricultural work, excellence in which is as much a matter of ambition with the students as in book-learning. Each batch of students which has passed out of the school is said to be an advance upon its predecessor in all respects.

Employment of past students.—Up to date 33 have passed out of the school in all, and hold its final certificates. Their present employment is as below :—

Famine naib tahsíldárs on Rs. 50	11
Kanungos on Rs. 80	8
Court of Wards Manager on Rs. 40	1
Civil Court amin on Rs. 40	1
In the service of Rajah of Nahan on Rs. 45	1
In Gwalior State on about Rs. 35	1
In Bharatpur State on about Rs. 30	1
Assistant kanúngos on Rs. 15	4
Otherwise employed in Revenue Department on Rs. 25 and upwards ...	3
Sazawar in Court of Wards on Rs. 15	1
Not known at present	1
Total ...	33

It has been decided in accordance with the original contemplation of Government (*vide* rule 4) to restrict future admissions in the sections intended for (*a*) kanúngo and other revenue appointments (*b*) persons wishing to qualify as agricultural teachers, to those who have passed at least the Entrance or the school final examination of a university. This will not only raise the quality of the pupils but will give a more even lot of students than now, and thereby simplify teaching and lead to better progress. For the sections intended for sons of land-owners the raising of the educational standards will not be feasible at present.

Veterinary and drawing, included in the course originally laid down by Government (*vide* rules 11 and 16), have not been introduced as yet.

CHAPTER IX.—FEMALE EDUCATION NATIVE.

SECTION A.—*General.*

Year.	Number of schools.	Number of scholars.			Expenditure.			
		In Secondary stage	In Primary stage.	Total.	Public funds.	Municipal funds.	Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.
1891-92	320	145	9,584	9,729	46,696	5,876	75,789	1,28,361
1892-93	288	166	8,698	8,864	44,068	5,559	73,962	1,23,589
1893-94	266	161	8,344	8,505	44,290	5,382	77,564	1,27,236
1894-95	270	177	8,503	8,680	46,263	6,381	88,165	1,40,809
1895-96	264	194	9,136	9,330	45,274	4,912	111,590	1,61,776
1896-97	277	237	10,265	10,502	45,015	6,313	92,451	1,43,779

99. The number of schools has declined year by year, until last year, when there was a slight increase, girls having in some districts shared in the grant for primary education. The number of scholars in secondary schools is very small, but has generally shown a move upwards ; in the primary stage, as well as in the total, there was a falling off during the first two years, followed by a gain in the last three. The average annual increase is, however, only 155, and this is in some measure due to the more complete and reliable returns of last year. Public funds contribute Rs. 1,681 less than they did five years ago, and Municipal funds Rs. 437 more ; a great deal more is spent from other sources, though there is a marked decrease in the last year.

Agra Division.—Spends from public funds Rs. 761 less than it did five years ago; last year the expenditure from municipal funds rose from Rs. 211 to Rs. 726. The total expenditure has fallen from Rs. 12,608 to Rs. 11,602 in the course of five years.

Bundelkhand.—Is the most backward division, returning only two schools and 43 scholars (two more than in 1892), with an expenditure of Rs. 180, entirely from public funds; the municipalities contributing nothing.

Lucknow Division.—Schools are less numerous by three (due to the abolition of three vernacular schools in Sitapur) and scholars by 83 than in 1892. For a decrease of Rs. 6,072 in expenditure, fluctuations in income from 'other sources' are responsible.

Fyzabad Division.—Two schools have been closed in Gonda. Rs. 674 more is spent from public funds, and Rs. 3,379 more from 'other sources.' Number of scholars has increased by 97. In this division the municipalities spend practically nothing on female education.

Allahabad Division.—An increase of six schools and 463 scholars, partly attributable to the incorrectness of the returns in 1892. The expenditure from public funds shows an increase of Rs. 2,462, due to the last year, when there was also a large increase in the expenditure from 'other sources.'

Benares Division.—The number of scholars has increased by 348. The expenditure from public funds shows a decline amounting to Rs. 1,750.

Rohilkhand.—The number of schools and scholars is less, but the number learning English has increased by 69. The expenditure from public funds has fallen by Rs. 600, and from other sources it has risen by Rs. 2,700.

Meerut.—The number of scholars shows a gain of 183, but the expenditure under each head has declined. The municipalities do little for female education.

Kumaun.—There are no schools under public management, two primary schools which existed in 1891-92 having been closed: hence the number of scholars has fallen from 572 to 316. The expenditure from public funds and from 'other sources' has declined. Municipal funds have contributed nothing until the last year, when they made a beginning by assigning Rs. 48 for female education.

There is a certain amount of female education carried on privately in families by Zanana Missionaries and others, with regard to which no statistics are available. Some of these agencies reach high caste families. We may suppose that the instruction given in this way does something to supplement that of which we have a definite record; but in making a comparison with other provinces, allowance must be equally made for the same state of affairs in them.

100. The North-Western Provinces and Oudh have made far less progress in female education than any other part of India. Among girls of school age in these Provinces not more than one out of 217 is at school, the average for the whole of India being one in 50. This unsatisfactory state of affairs can only be due either (1) to excessive indifference on the part of the people, or (2) to powerful opposing social customs, or (3) to less facilities than are provided elsewhere; or to a combination of these causes. It is true that the people generally are not in favour of educating their girls, and may even be hostile to it in some classes and places; but it is difficult to say whether this feeling is stronger or more widespread here than in other provinces. There is no manner of doubt that it exists. Some District Boards, and some members of others, have given expression to their fears that even a little primary education, not going beyond reading, writing and arithmetic, would unfit girls for their ordinary avocations. One native gentleman, who is in favour of leaving things as they are, says no one takes any interest in the education of girls, not even if it can be carried on in their own homes. Mr. Partridge, Chairman, District Board, Pilibhit, has remarked, and what he says is equally true of other districts, that the girls are left absolutely without education, and there is not the least desire to see them educated. If a girls' school is started and pressure brought to bear on the leading men of the neighbourhood to produce some girls for the school, a few may be forthcoming; that is usually the utmost measure of success attainable. The indifference of the masses of the population is shared by the members of District Boards, and also by the Deputy Inspectors of Schools, who often pay but little attention to girls' schools. There are also social customs which stand in the way of the education of girls in schools. These, however, generally affect some only, and not all classes of the community, and they vary from district to district. Further, such customs are not confined to these provinces; and I am not in a position to say whether they have or have not a stronger hold on the people than in other parts of the country. The chief obstacles of this nature are the parda system and early marriage. In the plains parda is said to be strictly enforced among Muhammadans and the higher castes of Hindus at nine years of age or earlier, girls

being usually married at eight or nine years of age. In the Etáwah district parda is so strictly observed among the middle classes in the towns that even a girl of eight years is seldom allowed out of the house. According to the Bulandshahr District Board, girls belonging to respectable families cannot appear in public after five or six years of age. On the other hand, in the Kumaun hills the cultivating classes very rarely marry their girls under 11 years of age, and the usual age is between 12 and 16; though the better classes marry their daughters as early as seven or eight. Customs like these necessarily cut off some girls from school education; but lower primary education stopping short at nine years of age, would still be better than none at all: and it must be remembered that there are many classes left untouched by the strigency of these social rules.

With regard to the facilities for female education, provided by Government or other agencies, the matter is one that can be judged roughly by the expenditure incurred. Calculations founded on the table printed on page 286 of the last Quinquennial Review of the progress of education in India show that the expenditure from all sources on secondary and primary schools for girls, *per mille* of the population, in the larger provinces was as follows:—Bombay Rs. 19-3-0, Madras Rs. 15-7-0, Bengal Rs. 10-9-0, Punjáb Rs. 8-9-0, and North-Western Provinces and Oudh Rs. 7-2-0. These figures are enough to bring to light one point in which we do not act up to the example of the rest of India; and they give some support to the view expressed by Mr. Welby, Inspector, First Circle, when he writes:—"The fact of the matter is, the question of female education has never been taken up in earnest; it requires a handsome allotment to do so."

101. The want of a Normal school for female teachers is also much felt. I find that some years ago there were as many as five such schools maintained by Government at a cost of Rs. 200 a month on the staff alone; we now have none. The Sigra Aided School, Benares, and the Lal Bagh School, Lucknow, do something to supply the deficiency, and the Middle vernacular School at Gola, Gorakhpur, educates girls who become available for teacherships. But still the want of well-behaved and efficient mistresses remains. Here we have to reckon with the common prejudice which suspects the respectability of any woman who would occupy such a public position as that of teacher in a public girls' school. The difficulty is sometimes overcome by the appointment of male teachers of advanced age, who have the confidence of the parents.

102. In consideration of the hopelessness of getting more money from District Boards for girls' schools, when they were not able to find nearly as much as is wanted for boys, I submitted a proposal in August 1895, that primary village schools should be thrown open to girls as well as boys, in places where separate girls' schools could not be provided. I pointed out that in the provinces where female education has made the greatest advance, it is the custom for a large proportion of the girls in primary schools, sometimes more than half of them—to receive their instruction, not in separate schools for girls, but in boys' schools; and I inferred that there was nothing radically repugnant to native feeling in the proposed measure, which appeared to present the only means of extending the provision for the education of girls for many years to come. The District Boards were consulted, but generally professed themselves terribly shocked at the grave impropriety of allowing girls, even between the ages of six and eight to go to the same schools as their brothers. It was also pronounced to be subversive of morality, notwithstanding the practice in other parts of India. The members of the Boards no doubt expressed their own opposition to such a plan for the education of their own daughters; but the proposal was not made on behalf of those who are unwilling to avail themselves of it; and there seemed to be no valid objection to allowing others, who did not feel the same objection, to send their girls to the ordinary village schools. And accordingly Government orders were passed in August 1896, authorizing District Boards to open all or any of their primary vernacular schools to girls up to the age of eight, and to exempt girls from tuition fees. But before the question was raised in this way, the custom was not wholly unknown in these provinces. In Sháhjahánpur girls were already allowed to read in primary schools with boys. There were three schools in the Bijnor district where the same practice prevailed, the villages being small and the people connected with each other. Instances are in fact occasionally met with all over the provinces without any harm resulting. As to the effect of the new orders the Chairman, District Board, Bulandshahr, writes as follows:—

"In this connection I may remark that the members of the Local Board were consulted with reference to the G. O. No. $\frac{464}{XV-759-31}$, dated the 14th August 1896, on the subject of admission of girls to receive education with boys in primary schools. The privileges referred to in paragraphs 9 and 10 of the Director of Public Instruction's letter No. G.1543, dated the 8th August 1895, regarding the exemption from

payment of fees and the grant of scholarships were fully explained. It is of course to be expected that for the present, social prejudices should militate against the proposal, which was unanimously rejected on the ground of impropriety. It was also urged that it would be useless to instruct a girl of respectable family before the age of six, after which she could not possibly appear in public. The existence of seven female pupils in the boys' school at Karanbas constitutes a happy augury for more enlightened feeling on the subject. In the adjoining territories of Bengal and the Central Provinces it was possible, as far back as 1891-92, for immense proportions of girls, as detailed in paragraph 197 of the second Quinquennial Review, to receive instruction without objection in schools ordinarily visited by boys. Under these circumstances I consider that the removal of the present prejudices is simply a matter of time."

The Secretary, District Board, Etah, has often noticed girls sitting with boys in the ordinary village schools, and the District Inspector observed that in one school a girl gave better answers than all the boys. In Agra no girls seem to have joined the Board schools, but some are taught in private boys' schools. It is reported from Jalaun that four girls were taught in boys' primary schools. In certain village schools in Bánda girls are found attending the schools with boys without any sort of inconvenience, and they are generally found sharper than boys.

SECTION B.—*Anglo-Vernacular Schools for Girls.*

103. The statistics for all schools of this class, none of which are maintained by Government, are given in the following tabular form for the years 1896-97 and 1891-92:—

Class of school.	Year.	Number of schools.	Number of scholars.				Expenditure.				
			In high stage.	In middle stage.	In primary stage.	Total.	Public funds.	Municipal funds.	Fees.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.	Rs.
Secondary ...	1896-97 ...	18	26	181	1,490	1,697	13,531	60	9,456	36,278	59,325
	1891-92 ...	9	23	100	743	866	10,860	174	2,659	20,643	34,336
Primary ...	1896-97 ...	7	...	...	431	431	3,560	...	513	11,581	15,654
	1891-92 ...	8	...	...	441	441	5,008	...	2,019	6,163	13,190
Total ...	1896-97 ...	25	26	181	1,921	2,128	17,091	60	9,969	47,859	74,979
	1891-92 ...	17	23	100	1,184	1,307	15,868	174	4,678	26,806	47,526

The figures show that some progress has been made, the number of pupils having increased 63 per cent., and eight schools having been added to the list. The expenditure from public and municipal funds has increased by Rs. 1,100, not 7 per cent., while from private sources it has risen 78 per cent. Government has thus not done much for these schools; and had it not been for the liberality of societies and private persons there would evidently have been no progress to report during the last five years.

104. At the entrance examination there were 11 candidates, of whom seven passed.

At the English middle examination, which was instituted in April 1894, girls appeared from the schools named in the following list, with the results there indicated:—

Name of school.	Number of candidates.	Passed in Division—			Total.
		I.	II.	III.	
'Lal Bagh Girls' High School	8	...	2	2	4
American Presbyterian Mission Girls' Boarding School, Dehra Dún.	3	...	1	2	3
Jamna Mission Girls' High School, Allahabad* ...	8	...	...	5	5
Girls' Boarding School, Moradabad	4	...	1	3	4
Christian Girls' School, Almora	3	...	1	2	3
Methodist Episcopal Mission Girls' School, Gonda ...	3	...	1	...	1
W. M. Boarding Girls' School, Fyzabad	1	...	1	...	1
Girls' Boarding School, Muttra...	1	...	...	1	1
Church Missionary Society's Girls' High School, Agra†	2	...	...	...	...
Total ...	33	...	7	15	22

* Two girls also appeared from this institution in the English middle examination for boys, out of whom one passed.

† One girl also appeared from this school in the English middle examination for boys, but failed.

The progress made in this examination is small, but the results show a distinct advance since 1894, as will be seen from the following figures:—

Examination held in—	Number of schools represented.	Number of candidates.	Number passed.
April 1894	6	32	6
„ 1895	7	26	13
„ 1896	10	37	15
„ 1897	9	33	22

104 (*a*). *The Crosthwaite Girls' School, Lucknow*, is an unaided Anglo-Vernacular school. It was opened in 1895 by Sir Charles Crosthwaite for the higher education of native ladies.

There are 19 scholars, all in the primary stage, against 20 returned last year. Fees amounted to Rs. 207; and the endowments, the result of private subscriptions, amount to about two lakhs of rupees. The higher education of native ladies through the agency of this institution seems yet a long way off; but the Inspectress reports that during her visit in January last she found the school, under the superintendence of Miss E. A. Chapman, better organised than before, and that the girls had begun needle-work, and made satisfactory progress in vernacular. The school follows a curriculum of its own, the basis of which is English, with either one or two of the following Oriental languages—Persian, Urdu, Hindi, Bengali and Sanskrit.

Section C.—MIDDLE VERNACULAR SCHOOLS FOR GIRLS.

105. There are two such schools, to one returned in 1892.

The number of scholars in the middle stage has increased from 22 to 30.

Year.	Number of schools.	Number of scholars.			Vernacular middle examination.	
		Middle stage.	Primary stage.	Total.	Number of—	
					Candidates.	Passed.
1896-97 ...	2	30	27	57	2	1
1891-92 ...	1	22	...	22	2	2

Two candidates appeared at the Vernacular middle examination from the middle school, Lucknow, and one passed. This result is the worst that has been reported for six years. It is stated that girls who have passed the middle examination from the Gola school are greatly sought after as wives, showing that, locally at least, there is some appreciation of the value of female education.

SECTION D.—PRIMARY VERNACULAR SCHOOLS FOR GIRLS.

(a) Schools under public management.

Division.	Year.	Number of schools.	On rolls on 31st March.			Expenditure.			Incidence per scholar.
			Upper primary.	Lower primary.	Total.	Public funds.	Fees and other sources.	Total.	
						Rs.	Rs.	Rs.	
Agra ...	1896-97 ...	21	16	560	576	1,991	...	1,991	3·5
	1891-92 ...	20	7	419	426	1,966	...	1,966	4·6
Bundelkhand ...	1896-97 ...	2	3	40	43	180	...	180	4·2
	1891-92 ...	2	...	41	41	207	...	207	5·0
Lucknow ...	1896-97 ...	31	70	726	796	5,658	...	5,658	7·1
	1891-92 ...	33	64	635	699	5,229	...	5,229	7·5
Fyzabad ...	1896-97 ...	8	21	149	170	1,401	12	1,413	8·3
	1891-92 ...	10	22	182	204	1,420	12	1,432	7·0
Allahabad ...	1896-97 ..	12	12	239	251	1,152	...	1,152	4·6
	1891-92 ...	12	6	205	211	1,169	...	1,169	5·5
Benares ...	1896-97 ...	12	15	264	279	1,452	37	1,489	5·3
	1891-92 ...	13	14	270	284	1,606	...	1,606	5·7
Rohilkhand ...	1896-97 ...	35	86	940	1,026	4,080	...	4,080	4·0
	1891-92 ...	31	34	718	752	3,712	...	3,712	4·9
Meerut ...	1896-97 ...	13	12	328	340	1,265	...	1,265	3·7
	1891-92 ...	13	5	236	241	1,372	...	1,372	5·7
Kumaun ...	1896-97 ...	...	...	...	...	...	...	...	...
	1891-92 ...	2	...	59	59	354	...	354	6·0
Total ...	1896-97 ...	134	235	3,246	3,481	17,179	49	17,228	4·9
	1891-92 ...	136	152	2,765	2,917	17,035	12	17,047	5·8

106. The only division in which there are no Vernacular primary schools for girls maintained from public funds is Kumaun; Fyzabad and Benares also show a decrease in the extremely small attendance reported in 1892. The total increase in the number of pupils is 564, of which Rohilkand accounts for nearly half, and Agra for more than a quarter. The expenditure from public funds has remained almost stationary, and is practically coincident with the whole expense of the schools. It is highest in Lucknow and Rohilkhand. In Bundelkhand, as well as in Kumaun, where there are no schools, there is no public expenditure to speak of.

There was a District Board School at Rasra, Ballia, in 1892, but it was abolished in 1895 owing to the lack of interest in female education shown by the people: hence the loss of a school in the Benares Division. The Chairman of the Bareilly District Board considers that education in girls' schools in his district is steadily improving. He was much struck with the ability of the pupils in the school at Lilour, and with their eagerness to learn, many of them being far ahead of the standard attained by boys of the same age in neighbouring schools. Some desire for female education is occasionally evinced, as for instance in the Etáwah district, where the zamíndárs of Sindaus and Ajit Mal have expressed a wish to educate their girls if they can have separate schools for girls opened in their villages. These premonitory symptoms of a possible awakening deserve to be noticed. In Jaunpur a District Board girls' school was opened from the allotment made for Vernacular primary education.

(*b.*) AIDED VERNACULAR PRIMARY SCHOOLS FOR GIRLS.

Division.	Year.	Number of schools.	Number of scholars.			Expenditure.				Incidence per scholar.
			Upper Primary.	Lower Primary.	Total.	From public funds.	From municipal funds.	Other sources.	Total.	
						Rs.	Rs.	Rs.	Rs.	
Agra ...	1896-97...	19	28	599	627	3,048	...	6,563	9,611	15·3
	1891-92...	31	30	700	730	3,192	...	7,450	10,642	14·6
Bundelkhand ...	1896-97...	...	...	...	...	...	...	...	...	...
	1891-92...	...	...	...	...	...	...	...	...	...
Lucknow ...	1896-97...	14	18	689	707	2,868	...	4,389	7,257	10·3
	1891-92...	15	96	829	925	2,892	...	7,282	10,174	11·0
Fyzabad ...	1896-97...	3	7	121	128	294	50	1,353	1,697	13·3
	1891-92...	2	32	38	70	240	...	825	1,065	15·2
Allahabad ...	1896-97...	7	20	282	302	1,100	138	1,864	3,102	10·3
	1891-92...	7	67	288	355	2,070	424	4,919	7,413	20·9
Benares ...	1896-97...	15	6	1,283	1,289	3,654	400	8,873	12,927	10·0
	1891-92...	20	133	848	981	3,960	564	8,219	12,743	13·0
Rohilkhand ...	1896-97...	42	35	1,091	1,126	2,412	...	3,781	6 193	5·5
	1891-92...	60	...	1,363	1,363	2,952	60	4,554	7,566	5·6
Meerut ...	1896-97...	10	13	456	469	1,404	179	6,243	7,826	16·7
	1891-92...	18	14	574	588	1,524	300	8,562	10,386	17·7
Kumaun ...	1896-97...	3	15	113	128	96	48	911	1,055	8·2
	1891-92...	2	...	118	118	96	...	551	647	5·5
Total ...	1896-97...	113	142	4,634	4,776	14,876	815	33,977	49,668	10·4
	1891-92...	155	372	4,758	5,130	16,926	1,348	42,362	60,636	11·8

107. Aided female education at this stage has not flourished during the period under review. The schools and scholars have diminished in number, the decrease in the latter amounting to 354, counterbalancing much of the increase recorded in schools under public management. The grants-in-aid from public funds have been reduced by Rs. 2,050 + Rs. 533, or Rs. 2,583 in all, and the contributions from other—*i. e.* chiefly missionary sources—have similarly been cut down. Bundelkhand, which spends next to nothing on Board schools, spends absolutely nothing on aided schools, and is here no better than Kumaun.

Aid has not generally been given to girls' schools out of the special allotment made primary education, which was in fact expressly reserved for boys' schools. But from more than one district it has been suggested that girls should be permitted to have a share of this grant. The Chairman, District Board, Agra, observes that there seems no reason why private girls' schools should not be aided just as much as private boys' schools; and he says that any application for a grant to a girls' school would no doubt be favourably considered by the Board.

(*c.*) UNAIDED VERNACULAR SCHOOLS FOR GIRLS.

Kind of institution.	1896-97.		1891-92.	
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.
Unaided Primary Vernacular Schools.	3	60	11	353
Sanskrit Schools	1	55	...	...
Elementary institutions teaching in vernacular only or mainly.	65	1,113	47	906
Elementary institutions teaching the Koran.	78	466	81	727
Total ...	147	1,694	139	1,986

108. The above figures are as given by the Inspectors. More than half the schools teach nothing but the Koran. In Benares there is one private school for girls, in which girls of respectable families learn Hindi. There are two schools in Cawnpore for Hindu girls.

SECTION E.—*The Inspection of Girls' Schools.*

109. The inspection of Anglo-Vernacular schools and of the Lucknow schools is entrusted to Miss D'Abreu, whose work is marked by great care and thoroughness. Other vernacular schools are usually inspected by the Deputy Inspectors in their own districts. The girls in the primary schools are quite young children, and therefore parda is not always insisted on; the inspection then takes place in the same way as for boys, except that it is held in the school, and not at an open air centre. When parda is insisted on, the senior girls are made to sit behind a curtain, and the answers

may be given with assistance, which cannot be detected: hence no satisfactory inspection can be conducted by a male officer, and it would be well if females could be employed; but the schools in a district are usually too few for the employment of an inspectress. Sometimes the Managers of mission schools object to the inspection being conducted by the Deputy Inspector, possibly from want of confidence in the impartiality of that officer in judging of schools under Christian management.

It is said that Deputy Inspectors are careless in the inspection of girls' schools, as though it were a matter of very little importance. In Oudh they have had to be warned to pay more attention to this part of their duties.

CHAPTER X.—EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

110. *Number and Distribution of Schools and Scholars.*—During the past five years the number of aided schools for European children has increased from 29 to 42, and the number of scholars attending them from 2,416 to 3,312. Only one unaided school sent in returns for 1891-92, namely, the East India Railway School at Oak Grove, Mussoorie. This school is now on the aided list. For the present year returns have been received from five unaided schools, with a total of 171 scholars; but there are several unaided schools which have sent in no returns, amongst which may be mentioned the Martinière Boys' School, Lucknow, and the Church of England Schools at Mussoorie. As these schools regularly send up candidates for the Departmental Examinations, which are of great benefit to them, they should furnish the returns called for by the Department, as the Government is interested in knowing, as far as possible, what provision exists for the education of European children.

The increase in the number of scholars in the different sections is, on the whole, proportionate to the total increase.

Number and distribution of schools and scholars.

		Boys.		Girls.		Total.	
		1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.
Number of schools.	Aided Schools ... Secondary ...	15	11	13	12	28	23
	Aided Schools ... Primary	6	2	8	4	14	6
	Aided Schools ... Total ...	21	13	21	16	42	29
	Unaided Schools Secondary ...	2	1	1	...	3	1
	Unaided Schools Primary	...	...	2	...	2	...
	Unaided Schools Total ...	2	1	3	...	5	1
Number of scholars.	Aided Schools ... Secondary ...	1,532	1,051	1,233	970	2,765	2,021
	Aided Schools ... Primary	280	134	267	261	547	395
	Aided Schools ... Total ...	1,812	1,185	1,500	1,231	3,312	2,416
	Unaided Schools Secondary ...	72	91	52	...	124	91
	Unaided Schools Primary	18	...	29	...	47	...
	Unaided Schools Total ...	90	91	81	...	171	91
Scholars in public schools.	High stage	152	148	86	74	238	222
	Middle stage	545	386	436	370	981	756
	Total, Secondary stage ...	697	534	522	444	1,219	978
	Upper Primary stage	523	342	454	283	977	625
	Lower Primary stage	670	400	617	504	1,287	904
	Total, Primary stage ...	1,193	742	1,071	787	2,264	1,529
	Total, Secondary and Primary stage ...	1,890	1,276	1,593	1,231	3,483	2,507

Statement of expenditure.

		In Boys' schools.		In Girls' schools.		Total.	
		1896-97.	1891-92.	1896 97.	1891-92.	1896-97.	1891-92.
Establishment and Contingencies.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Aided Secondary schools	Provincial Revenues	53,362	33,336	38,645	36,394	92,007	69,730
	Municipal Funds ...	1,800	460	700	780	2,500	1,240
	Fees ...	69,302	1,08,017	56,115	1,29,930	1,25,417	2,37,947
	Other sources ...	52,333	32,029	55,268	29,961	1,07,601	61,990
	Total ...	1,76,797	1,73,842	1,50,728	1,97,065	3,27,525	3,70,907
Aided Primary schools	Provincial Revenues	3,918	3,594	8,675	5,461	12,593	9,055
	Municipal Funds ...	20	660	708	438	728	1,098
	Fees ..	2,640	672	4,081	2,476	6,721	3,148
	Other sources ...	3,439	2,690	4,262	955	7,701	3,645
	Total ...	10,017	7,616	17,726	9,330	27,743	16,946
Total, Aided schools	Provincial Revenues	57,280	36,930	47,320	41,855	1,04,600	78,785
	Municipal Funds ...	1,820	1,120	1,408	1,218	3,228	2,338
	Fees	71,942	1,08,689	60,196	132,406	1,32,138	2,41,095
	Other sources ...	55,772	34,719	59,530	30,916	1,15,302	65,635
	Total ...	1,86,814	1,81,458	1,68,454	2,06,395	3,55,268	3,87,853
Unaided Secondary schools...	Fees	800	11,599	...	...	800	11,599
	Other sources ...	...	8,000	...	...	...	8,000
	Total ...	800	19,599	...	...	800	19,599
Unaided Primary schools ...	Fees	...	...	340	...	340	...
	Other sources ...	...	...	840	...	840	...
	Total ...	...	...	1,180	...	1,180	...
Total, Unaided schools	Fees	800	11,599	340	...	1,140	11,599
	Other sources ...	...	8,000	840	...	840	8,000
	Total ...	800	19,599	1,180	...	1,980	19,599
Total, Public schools	Provincial Revenues	57,280	36,930	47,320	41,855	1,04,600	78,785
	Municipal Funds...	1,820	1,120	1,408	1,218	3,228	2,338
	Fees ...	72,742	120,288	60,536	1,32,406	1,33,278	2,52,694
	Other sources ...	55,772	42,719	60,370	30,916	1,16,142	73,635
	Total ...	1,87,614	2,01,057	1,69,634	2,06,395	3,57,248	4,07,452
Scholarships.							
Number of scholarships ...		20	2	8	5	28	7
Expenditure from	Provincial Revenues	1,201	...	539	240	1,740	240
	Other sources ...	335	600	...	...	335	600
	Total ...	1,536	600	539	240	2,075	840

111. *Expenditure.*—The preceding statement of expenditure shows some anomalies in the case of Aided Secondary Schools. For, while the number of schools and scholars has increased the expenditure would seem to have decreased from Rs. 3,70,907 to Rs. 3,27,525. But this is due to the inclusion of expenditure on boarding charges in the former figures. For the present year only tuitional expenditure is shown. In the case of Aided Primary schools, none of which take in boarders, the expenditure has increased from Rs. 16,946 to Rs. 27,743. In the case of Unaided Secondary Schools the large total for 1891-92 included the boarding charges at Oak Grove School as well as a grant of Rs. 8,000 from the Railway Fine Fund.

Grants to Aided Schools.—The Government grants to these schools have increased during the interval from Rs. 78,785 to Rs. 1,04,600. This is approximately proportional to the increase in the number of scholars attending these schools. The average grant per scholar is Rs. 31-9 as, being about Re. 1 less than it was five years earlier.

Fees.—Owing to the manner in which the returns for 1891-92 were compiled it is impossible to ascertain what has been the increase in fees paid for tuition at Aided Secondary Schools. In the case of Aided Primary Schools the fees have more than doubled. The average tuition fee is Rs. 40 per annum, or three eights of the total expenditure in Aided schools.

Scholarships.—There has been a considerable increase in the number of scholarships given at these schools during the last five years, and the money thus expended has increased from Rs. 840 to Rs. 2,075.

Results of Examinations.

		Number of candidates.		Number passed.		Percentage of passes on number of candidates.	
		1896-97.	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.
Entrance Examination ...	Boys ...	9	16	4	8	44	50
	Girls ...	...	9	...	8	...	89
Final Standard	Boys ...	80	57	29	17	36	30
	Girls ...	43	28	26	15	60	54
Middle Standard	Boys ...	170	15	67	13	39	87
	Girls ...	80	12	36	12	45	100
Primary Standard	Boys ...	235	14	157	10	67	71
	Girls ...	155	14	101	10	65	71

112. The preceding table compares the examination results for the year with those for 1891-92. The number of candidates at the University Entrance Examination has diminished, the final standard having taken its place as an equivalent examination. If these examinations are taken together it will be seen that there is a satisfactory increase in the number of both boys and girls, and that the percentage of success in the Final Standard has also improved. The great increase in the number of candidates at the Middle and Primary Standard is due to these examinations being compulsory for Standards VII and IV under the new Code, whereas they were formerly taken by only a few selected scholars, who were candidates for the scholarships offered annually by Government for competition. The same circumstance accounts for the lower percentage of success in these examinations, though allowance was made for it, particularly in the Primary examination, in which the standard was specially lowered for the first year of the new regulations.

113. *Arrangements for boarders.*—As a rule the arrangements for boarders in hill schools are satisfactory. The same may be said of the plains' schools, with the exception of St. Francis' School, Lucknow, in which the boarders are very much cramped for room.

114. *Moral instruction.*—Schools conducted by religious denominations give religious and moral instruction in accordance with the tenets of the faith which they profess. Many if not all the Railway Schools are regularly visited by Church of England and Roman Catholic Chaplains.

115. *Training of teachers.*—A training class for female teachers was opened just before the close of the year under review, which promises to be a great success. As the sanction of Government for the opening of the class was not received until some little time had elapsed after the commencement of the term, only four girls have joined it, and one of these has since withdrawn. The Inspector reports that the progress made by the students is most creditable to their instructress; and in this opinion I fully concur. At the end of the term the students will probably have a fair theoretical acquaintance with the principles of teaching and school management, and should know quite as much of psychology as an ordinary graduate of the University of Allahabad. They have already got over any nervousness or hesitation which might have been felt at first when lessons to a class of girls had to be delivered before strangers prepared to criticise, and they are fairly well able to hold the attention of a class.

As they are very much interested in their work, faults connected with the arrangement of the subject and their methods of teaching will probably be corrected without difficulty.

On the whole, I consider that a most satisfactory start has been made towards enabling female teachers to attain to the highest standard of proficiency required by the new Code, and I hope that, as the excellence of the work done in the training class becomes more widely known, a large number of girls will be eager to take advantage of it.

116. *Classification of schools according to management.*—The following table gives the number of schools and scholars on the roll on the 31st of March 1897, as compared with that on the 31st of March, 1896. The schools are classified according to the agencies by which they are managed.

Statement showing classification of schools according to management.

Controlling agency.	31st March, 1896.			31st March, 1897.			Remarks.
	Schools.	Scholars.	Percentage of total number of scholars.	Schools.	Scholars.	Percentage of total number of Scholars.	
1	2	3	4	5	6	7	8
1. Church of England ...	10	663	20·08	9	667	20·14	
2. Roman Catholic Church ...	14	1,487	45·03	14	1,311	39·58	
3. American Methodist Mission,	4	297	8·99	4	294	8·88	
4. Railway Companies ...	7	329	9·96	7	429	12·95	
5. American Presbyterian Mission.	1	69	2·12	1	83	2·51	
6. Private individuals ...	1	81	2·45	1	58	1·75	
7. Local Committees ...	6	376	11·37	6	470	14·19	
Total ...	43	3,302	...	42	3,312	...	

The amalgamation of the two Church of England schools at Agra has reduced the number of aided schools from 43 to 42. There is very little difference in the attendance at the Church of England schools, as although the schools at Naini Tal lost heavily in numbers owing to outbreaks of sickness and other causes, there was a corresponding increase in the roll of the plains' schools. The decrease in the attendance at the Roman Catholic schools occurred chiefly in St. George's College, Mussoorie, and St. Patrick's Orphanage, Agra. The large increase in the attendance at Railway schools is due to an accession of 88 scholars at the Oak Grove School, Mussoorie. The increase in the attendance at schools managed by Local Committees has occurred chiefly at the Girls' High School, Allahabad.

General remarks.

117. During the year under review a new Code was compiled for these schools in accordance with the recommendations of the committee which sat in Calcutta to consider this question in the early part of the year 1895. This Code is now in operation in all the aided schools in these provinces, and the curriculum of studies attached to it has also been introduced into some of the unaided schools. The principal points in which it differs from the former Code are as follows:—

(1) ordinary grants for instruction are no longer awarded on the results of the the examination of the scholars, but on the average attendances of the scholars in the different sections at 350 of the best attended school meetings;

(2) the scholars in standards IV and VII are examined on paper at the end of the school year, and unless they pass this examination they cannot, as a rule, obtain promotion to a higher section;

(3) more liberal provision is made for grants to schools for the poor, generally, and for specific objects;

(4) the attainment of proficiency in the art of teaching is encouraged and will be rewarded by an extra certificate.

It is satisfactory to have to report that the new Code is generally approved of by school managers. The scholars in standards IV and VII were examined on paper at the end of the last school term. The question papers with one exception, for which allowance was made by the Registrar, were appropriate to the attainments of the candidates, and a very fair number passed.

The ordinary instruction grants under the new Code being somewhat less than those which were awarded under the former Code, more money is now available for the schools for the poorer classes, and grants six times as large as those given in Bengal have been sanctioned for free day scholars and free boarders. Thus, in addition to the ordinary instruction grants, Government now gives one rupee a month for each free day scholar in average attendance, and four rupees a month for each free boarder. The three cities in which very poor children are chiefly found are Allahabad, Agra, and Lucknow, where the Roman Catholic Church and the Church of England are doing what they can to avert the life of misery and shame which awaits the uneducated European child in this country. All the schools are very much crippled for want of funds; but the general education given in them is, in many respects, good. The Church of England schools at Agra will probably improve now that they have been amalgamated. The Roman Catholic Boys' Schools at Allahabad and Lucknow, and the MacConaghey Free School at Lucknow are the least efficient of these schools. In these schools the most pressing want is good teaching in the Primary and Middle sections. When that has been supplied, it will be possible to supplement it with elementary technical education suitable to the circumstances of the children. The only Boys' school, however, in which this stage may be considered to have been attained is the Colvin School at Allahabad.

The curriculum attached to the new Code was drawn up with the assistance of the most experienced teachers is these provinces. It provides a more thorough and somewhat longer course of instruction for the Primary classes, Latin and French being now begun in standard IV. Provision for the teaching of the vernacular is now compulsory in all schools where boys are educated, and object lessons must be given in all standards up to the seventh. A course of manual training which includes instruction in the use of the simplest tools is also indicated. But the only school in which an attempt is made to carry out this part of a boy's education is the Colvin Free School at Allahabad. The following remarks by the Inspector of European Schools deserve the notice of the managers of boys' schools: "It is much to be regretted that the importance of manual training for boys does not seem to be realized by the leading members of the domiciled Anglo-Indian community. They are continually urging the Government to give a larger number of appointments in the public service to their sons. But it seems to be forgotten that such a measure would prove only a temporary palliative for the evil with which they are confronted. No Government, and least of all the Government of a poor country such as India, can hope to resist for any length of time the laws which regulate the relations of capital and labour. In these provinces we have comparatively few capitalists who require the services of European workmen, but that is not the case in the sub-tropical colonies of the Empire, whose climate does not greatly differ from that of India. There, as we know, a young man of sober and industrious habits and of fair general intelligence can make a living if he has been trained to use his hands as a boy. Under these circumstances it is deserving of consideration whether instruction in the use of ordinary carpenters' tools, which is the basis of the most common forms of technical education, might not be made compulsory in all boys' schools, as needlework is in all girls' schools. At any rate it is to be hoped that managers of schools will avail themselves of the facilities which the new Code gives for encouraging this branch of education. A disinclination for manual work is a common and most unfortunate fault of Anglo-Indian boys, but I think it might, to some extent, be eradicated if they were practised, while still young, in suitable exercises in wood-work."

The suggestion that European and Eurasian boys should qualify themselves for emigration as artisans to sub-tropical colonies is one which can be easily made; but it is doubtful whether it will be eagerly welcomed by the community concerned. But certainly in the case of the majority of the poorer boys manual training is likely to be as useful an element of their education as any; and hence the encouragement offered to it in the Code.

SECTION B.—*Muhammadans.*

Table showing the number of Hindus and Muhammadans in attendance at the various educational institutions.

	Hindus.		Muhammadans.	
	1896-97.	1891-92.	1896-97.	1891-92.
Males.				
In Secondary stage ... Anglo-Vernacular ...	6,847	6,362	2,104	1,854
In Secondary stage ... Vernacular ...	6,120	5,284	1,927	1,930
Total ...	12,967	11,646	4,031	3,784
In Primary stage	1,91,927	1,28,875	35,412	23,141
In Training schools	1,028	1,038	166	121
In Industrial schools	87	...	85	...
Total at Public Schools ...	2,06,009	1,41,559	39,694	27,046
In Private Schools	47,172	37,859	29,835	29,266
Total, Scholars in schools of all kinds ...	2,53,181	1,79,418	69,529	56,312
Percentage on boys of school-going age of—				
Scholars in Secondary stage learning English	·22	·20	·43	·38
Scholars attending Public Schools	6·53	4·49	8·16	5·56
Scholars attending schools of all kinds	8·03	5·69	14·29	11·57
Females.				
In Secondary stage ... Anglo-Vernacular ...	2	4	...	3
In Secondary stage ... Vernacular ...	4	...	26	22
Total ...	6	4	26	25
Females.				
In Primary stage	3,787	3,311	1,830	1,782
In Training schools	...	...	...	...
In Industrial schools	...	...	...	...
Total at Public Schools ...	3,793	3,315	1,856	1,807
In Private Schools	1,585	1,642	1,042	1,148
Total Scholars in schools of all kinds ...	5,378	4,957	2,898	2,955
Percentage on girls of school-going age of—				
Scholars in Secondary stage learning English	...	...	...	...
Scholars attending Public schools	·13	·11	·40	·39
Scholars attending schools of all kinds	·18	·17	·62	·63

118. The accompanying table shows the number of Hindus and Muhammadans in attendance at the various classes of schools.

In all stages the Muhammadans were ahead of the Hindus, in proportion to the population in 1892; and they have improved their relative position in every particular, except as regards girls, with regard to whom there is a slight decrease, which occurs in the returns from private schools, and these were probably not so carefully compiled in 1892 as for last year. It follows that in these Provinces, on the whole, Muhammadans avail themselves of the educational opportunities offered to them much more fully than Hindus.

The number of Muhammadans in all stages, whether for boys or girls, is much higher in proportion to the population in Oudh than in other circles; the percentage on boys of school age for the English Secondary stage being ·93, for public schools 10·32, and for schools of all kinds 14·6. The corresponding percentages for girls being in public schools ·92, and in schools of all kinds 1·05.

In the first, fourth, and fifth circles the Muhammadans are far behind the Hindus, while in the third they are well ahead of them.

SECTION C.—*Colvin School for Sons of Taluqdárs.*

119. At the close of the session (*i.e.*, in April 1897) there were 32 pupils in the school, all of them boarders, 18 being Hindus and 14 Muhammadans. The total number of pupils on the roll shows a decrease of one since April 1896. Nineteen pupils, *viz.*, 12 Hindus and 7 Muhammadans, are Government wards.

During the year under review there have been five outsiders, *i.e.*, boys not belonging to Oudh, reading in the school. Their names are Raj Kumar, son of Raja Krishna Kumar of Moradabad; the Raja of Majhauli, Gorakhpur; Sheikh Zamir Ahmad, Bareilly; Agha Kalb Haider Beg, Farukhabad; and Sirdar Sampuran Singh, Kurnal, Punjáb. All of these boys, with the exception of the first named, are wards. The last two, though their estates lie outside Oudh, are domiciled in the province (one at Unao and the other at the Rae Bareli), and can therefore scarcely be considered outsiders in the strict sense of the word.

The Principal reports that the general progress in studies has been satisfactory, there being only two boys in the school who continue to show no signs of improvement. "One of these cases might possibly be cured by corporal punishment (which, however, I do not recommend), whilst the other appears to be hopeless. Still, even these boys, though they learn little or nothing, must derive some benefit, moral and physical, from the healthy surroundings amidst which they live here."

The teaching strength of the staff has been increased by the appointment of the new Head Master, Pandit Lakshmi Nath Shupal (late science master at the Fyzabad High School) whose forte is mathematics. There was no entrance class during the session under report; two boys were sent up for the English Middle Examination. One, Sheikh Sajid Husain, son of the late Sheikh Wajid Husain, Taluqdár of Gadia, Bara Banki, passed in the 2nd Division; the other, one of the Bara Banki wards, failed.

The Muhammadan religious instructors have done their work well, and have, as usual, maintained order in their classes. The same cannot be said of the Hindu religious instructor and his work, with regard to whom the Principal has for years felt called upon to report most unfavourably.

A new departure was made this year in the matter of the annual examination in religious subjects. This examination has hitherto been conducted by the School Pandit and Maulvi (secular), but this year, by desire of the B. I. Association, outside examiners were appointed. All the scholars passed, the Hindu boys obtaining phenomenally high marks.

The health of the school has been generally good. Two cases, however, of serious illness occurred, one of epilepsy and one of smallpox, the germs of which latter disease the patient must have brought with him from his home, as he was taken ill upon his return to school immediately after the summer vacation. Both boys recovered and rejoined as soon as it was safe for them to do so.

The general behaviour of the boys during the past year has been excellent, with one exception which led to the expulsion of the offender.

With regard to punctuality of return after vacations the improvement noticed in last year's report has steadily continued. After the summer vacation only one boy was late; after the Dasehra, two boys; after the Diwali, one boy; and after the Christmas holidays, five boys. It is satisfactory that attention is being paid to this matter.

Increased interest, if possible, has been shown in all the usual outdoor games, especially cricket, whilst of indoor games billiards and whist are the favourites. An excellent magic lantern was bought for the Recreation Room last autumn, and a series of entertainments, comprising recitations and the representation of short

dramatic scenes, notably one from Othello, afforded occasional amusement during the winter months.

The riding-school has been carried on as usual, but only 16 boys were provided with ponies.

As a famine relief work, the old cricket ground has been raised and extended, some 250 yards of the ground behind the Principal's house has been levelled, and the old tank which lay behind the boarding house has been enlarged.

The Colvin School is the only institution specially designed for the education of the sons of gentlemen of rank. Some are found in district schools, and some are no doubt educated privately at home; but speaking generally this class does not show much desire for Anglo-Vernacular education; and in so far as they neglect it, they fail to qualify themselves for their rightful position in the country.

CHAPTER XI.—PHYSICAL AND MORAL TRAINING.

120. If the harmonious development of every human faculty is the true aim of education, it become necessary to provide regular bodily as well as regular mental exercises for the young, and some form of athletics should form part—a recognised part—of national education, as it has done in Germany since 1842, from primary schools up to the University. In England boys have been accustomed to look after themselves in this respect, and have developed well ordered games like cricket and football, in addition to the usual events of school sports. But of recent years schoolmasters have concerned themselves to see that every boy joined in these recreations; and compulsory cricket and football have been invented to bring in the unwilling. We have not got so far in India. In the first place the initiative has had to be from above; and the few driving points are scarcely sufficient to set the whole machinery in motion, and there is a vast amount of inertia still to be overcome. As has been already said, physical training is more organised than it was five years ago, and it is in a way recognised as a necessary part of our system of education. But there are not in all schools leaders to show the way, and a definite portion of each day's school-time is not always set apart for it. A regulation making school-drill compulsory in village schools must therefore occasionally be a dead letter, or, where it is nominally observed, unproductive of good.

It is sometimes said, and with reason, that athletics are carried to excess in some of the public schools in England, *i.e.*, that they are pursued to such an extent that they interfere with intellectual progress. There is little fear of any such danger in India. There is, indeed, one College *facile princeps* on the cricket field, which is less distinguished for its academic achievements, with regard to which suspicions of this nature sometimes find expression; but this is a solitary instance so far as these provinces are concerned.

121. In Colleges, cricket and football are the favourite games, and these with running, jumping, throwing, &c., are encouraged by the University Tournament, towards the expenses of which the University assigns an annual grant of Rs. 1,000. At the Muhammadan College, Aligarh, there is a riding school, for the benefit of pupils who are willing to pay the extra fee. There is also a riding school at the Colvin Taluqdars' School, Lucknow. It seems desirable to establish a gymnasium in connexion with one or both of the Government Colleges, as in other Provinces. If there were one at the Muir College, it might be made available for the Allahabad High School, and possibly on certain conditions to students of other educational institutions in that city. This would involve a considerable initial expense, and the appointment of a qualified instructor. At Canning College the Football Club played three matches, the Cricket Club two, and the Tennis Club three. They won one, lost three, and one was drawn, "to prevent a quarrel" an entry which, as the Principal says, is more suggestive than explicit. Their great defect is that their captains cannot get them to practice sufficiently. Perhaps one compulsory day a week might be a help which the captains would highly appreciate. The remarks of the Principal of the Agra College as to the tendency to carry these games too far, which I quoted in Chapter IV, are I believe of very limited application, as I have just intimated. He reports that in his College cricket, football, and tennis have been regularly and keenly played. St. John's College, Agra, secured a good share of the University Tournament prizes. But in no other College is so much attention paid to the various forms of athletics as in the Muhammadan Anglo-Oriental College at Aligarh.

122. In Oudh annual tournaments for Anglo-Vernacular Schools have been held since 1892, and at no cost to Government. The Queen's and Jubilee Schools, Lucknow, and the Sitapur and Fyzabad High Schools most regularly distinguish themselves on these occasions. In 1892 it was reported that most of the schools required better playgrounds; now, with the exception of a few schools, fairly good playgrounds have been provided, and they continue to be improved. Rae Bareli appears to be without a ground, and Bara Banki and Bahraich are badly off. Mr. Crosse states that five years ago a large proportion of parents objected to their boys playing games, but that this opposition is dying out. At first it was difficult to

get boys to obey umpires or to play fairly; but strict rules were enforced, and steady improvement in the behaviour and discipline of the boys, as well as in their play, is reported. This illustrates the moral advantage to be derived from school games, such as are now being encouraged in every Circle, except the fifth.

In the Third Circle the annual tournament has been always held at Allahabad, in consequence of which the schools of the Allahabad Division have had a great advantage over those of the Benares Division, which is included in the same Circle. It would be well to hold the tournament alternately in the two divisions.

Mr. Budden, Fourth Circle, points out that it would add much to the efficiency of physical education if a trained instructor could be appointed to each District Anglo-Vernacular School, and the boys be all put through a systematic course of gymnastics and drill. Amongst Head Masters Mr. Erskine Smyth, at present officiating Head Master at Bareilly, is specially commended for the energy he displays in organising school games, &c.

Physical education is not attempted at any school in the Fifth Circle. The promoters of the school which has become the District School at Almora allege that a definite promise was given them that a playground should be provided; at present they have none.

123. In vernacular schools there has been some, if not any very great progress. To begin with, Normal School students are trained to take their own schools in school drill; and eventually there will be a considerable number of village and town school teachers competent to look after this part of their work. In the meantime drill has been made compulsory as part of the regular school course; and Bell's Manuals are in use as some guide to otherwise uninformed teachers. This, where successfully taught, is found to be much more interesting to the boys than the other parts of the school curriculum, as will have been seen from my remarks on the subject in the chapter dealing with Vernacular Education. I should mention that Mr. Brownrigg, Deputy Commissioner, Sultánpur, who takes the deepest interest in everything that affects the welfare of the schools in his district, has instituted an annual tournament for his district, and some other districts have the same encouragement. In the Punjab every district has its annual tournament; and there is no reason why the same rule should not be introduced in these Provinces also. Their place is taken to some extent by the sports held after the centre examinations, when rewards are given for proficiency in games, drill, &c., but a district tournament would be on a larger scale and would excite more enthusiasm, and bring more honour and glory to the victor.

124. *School Discipline.*—There have been few serious cases of breach of school discipline during the year. Head Masters are as a rule alive to the importance of maintaining good discipline in their schools. The opening of private unaided and unrecognised schools, which do not keep the inter-school rules, interferes with the discipline of the older established schools in their neighbourhood, in rivalry with which they are started. In Lucknow discipline has greatly improved within the last five years owing first to the closing of two badly managed schools, and second to the monthly circulation by the Inspector of a list of all admissions and withdrawals, which enables Head Masters to discover where defaulters have gone, and to get them punished. There have been a number of rustications in consequence, but they are steadily becoming less numerous, and Head Masters now feel that they can enforce discipline without having to lose their boys in consequence. As regards particular schools, Bahraich High School, which used to be a hotbed of mischief, is now reported to be orderly and well-behaved; this result was only attained after the expulsion of a number of the ring-leaders. At Sultánpur there was a systematic attempt to cheat in the Departmental examination, but thanks to the vigilance of the Head Master it was frustrated and some half dozen boys were expelled. Special commendation is due to Mr. Housden, Head Master of the Allahabad High School. In the short time he has been in the school he has succeeded in effecting a much needed revolution in its discipline, which is now all that could be desired. The Inspector of the Third Circle notices a defect which is by no means confined to his Circle. He says: "The practice of writing anonymous letters aimed against authority and couched in grossly disrespectful terms is still the means adopted for ventilating real or imaginary grievances. Such letters are discouraging indications of a want of moral tone among schoolboys, and when, as in some cases, there are only too good grounds for suspecting that teachers have associated themselves with their pupils in the composition of them, a really serious state of affairs is disclosed."

Code of Punishments.—This is a code for Anglo-Vernacular schools. It appears to work satisfactorily. Some similar guidance for teachers of vernacular schools has been asked for, but is perhaps not altogether necessary.

125. *Text-books having a direct bearing upon conduct.*—There are no such books prescribed for use in Government schools. In Mission schools they are no doubt to be found. *Common thoughts on Serious Subjects* by the late Mr. Chester Macnaghten has been prescribed for the use of students in the Training College; and it is contemplated to introduce a translation of it into the Normal Schools. The

surest way of providing good moral influences at schools is to set the school masters in the right way to begin with; and it is therefore hoped that these measures will before long produce an effect of some value, even in village schools. Possibly a selection from this or some similar book might be used in Anglo-Vernacular Schools; but mere reading, or learning for examination purposes, as the manner of this country is, would be of no useful purpose: it is necessary to get the students to think of things, and it is not easy to succeed in this at the schoolboy stage. In the Training College it is secured by making each chapter the subject of a lecture, and requiring the students to write an essay on the subject of it; and they are sufficiently matured to fall back to some extent on their own resources in their essays, which are expected to be something more than a mere reproduction of notes.

126. *Boarding-houses.*—Reference to the accommodation for boarders has been made in the chapters dealing with the various classes of institutions, and it has been shown to fall short of what is to be desired, though some deficiencies have been made up during the last five years. The school where the greatest need is still felt is the Almora school. Five years ago it was reported that the plans for a Government school building included a boarding-house "which in the case of such a school is very necessary; since the school, though situated in Almora, will receive students from Garhwál and other remote parts of the Kumaun Division." As has been intimated, this part of the plan was never carried out. Boys still are attracted naturally to schools in which some sort of boarding accommodation is provided, rather than to schools not offering this convenience; and in places where the boarding-house is well looked after and proper discipline maintained the boarders take the lead both in the class room and the playground, as is found to be the case in England, where town-boys are generally at a disadvantage. But there are boarding-houses in these Provinces in use although they have been condemned by Sanitary authorities, improvement being said to be impossible for want of funds. Greater care is necessary also in selecting men to place in charge of boarding-houses. The Inspector of the third circle writes as follows:—"Not every teacher has the gift of sympathy or the inclination to devote himself to the work of forming young minds. But where such a one can be found he is able, particularly in a Boarding Institution, to do most valuable work. The boys of boarding institutions should be the backbone of schools, but too many of these institutions are merely hostels, exercising little or no influence upon the inmates. If the superintendents were invariably selected for their special fitness for managing boys, and parents began to find that residence in boarding institutions improved their children morally and physically, there would soon be a great extension in the size and number of these institutions, and a gradual development of some *esprit de corps*, at present so sadly lacking among Indian school boys." I fear there is little evidence of a very widespread desire among Indian parents to secure the moral and physical advantage of their children, as offered in boarding-houses, if this would mean their paying anything more for it. This makes it all the more important that those who are concerned officially or privately with the management of schools should do what in them lies to improve the boarding-house accommodation, now so very far from being perfect, and to make the supervision more thorough and more helpful to the boys, so that these institutions may gradually grow in popularity and become a greater influence for good.

Chapter XII.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

127. In the year 1891-92 there were four committees, under the four Inspectors, for selecting text-books for Anglo-Vernacular Schools; and the same number for Vernacular Schools. But in 1893 an improvement was effected on this plan, which was found not to work well. It was then decided to appoint a single Provincial Committee, in which the interests of all classes of educational agencies at work in these provinces should be duly represented. Of forty members twenty are members in virtue of their office Five members are appointed annually for one year by the Missionary Educational Union of the North-Western Provinces and Oudh; five are similarly appointed from the Education Department by the Director of Public Instruction, and ten members are appointed by the Government from among the official or non-official community. Ordinarily one general meeting is held annually, when the proceedings and recommendations of the Sub-committees entrusted with the selection of the books in the various branches of study are taken into consideration. Recommendations of the Committee require the confirmation of the Director before effect is given to them.

During the year under report two general meetings where held. One hundred and eighty two printed books and ten manuscripts were considered by the Committee. Of these, five have been adopted as text-books or as alternatives to books previously prescribed, eight were recommended for teachers' use, 15 for prizes, and 36 for school libraries. Of the ten manuscript works submitted to the Committee, two were approved conditionally, and have since been revised under the direction of the Committee.

Up to date a long list of books has been drawn up which the Committee recommends as suitable for school prizes; and a similar list of books adapted for school libraries.

Since the general meeting held last December the sub-committees have practically confined themselves to the revision of the lists of books in the different subjects as now prescribed or in use.

The Committee not only recommends changes in the text-books and additions to the list of alternative books, but may make any suggestions it considers necessary for the preparation of new books.

Mr. J. G. Jennings has been appointed Secretary in succession to Mr. Budden, who has been transferred from Allahabad to the Inspectorship of the Fourth Circle.

128. Head Masters of District Anglo-Vernacular Schools are required to make arrangements, if possible, with some bookseller in the neighbourhood, for the supply of text-books in their schools at the retail price marked on them. In the absence of a bookseller's shop, or of any suitable outsider, one of the masters of the school is sometimes nominated for this purpose.

129. With regard to Vernacular Schools, the orders of the Department are that Deputy Inspectors are required to arrange for an adequate supply of text-books for sale at the annual centre examinations, so that scholars may at once procure the books needed in the classes to which they are then promoted. They are also required to arrange that the prescribed text-books are on sale at convenient places throughout the year at a retail price approved by the Department. Publishers allow Deputy Inspectors of Schools a discount of 15 per cent. on the retail price of these books. In Naini Tal and Garhwál the practice is different; text-books are supplied to the village schools through the agency of peshkárs and patwáris; and it is complained that delay is sometimes experienced before the books can be obtained. The authorized system sometimes leads to difficulties, when there is a dispute between the Deputy Inspector and the publisher; or when the transfer or death of a Deputy Inspector leaves accounts unsettled; and reference has to be made to higher educational authorities with regard to knotty points that arise in consequence.

The practice in Oudh differs from that in the North-Western Provinces, the work being done officially by the Deputy Inspectors, instead of privately on their own account. It is thus described by the Inspector, Mr. M. Crosse:—

"The system in force in Oudh is to have in every Deputy Inspector's office a book depôt, which contains all books used in Vernacular Schools.

"In nearly every case booksellers give a commission on books purchased, which goes to cover losses that may occur from the books in stock becoming obsolete.

"When books are required in any school, the head teacher sends in indents to the Deputy Inspector, and the value of these books is generally debited against the pay of the teacher. At the end of the month the pay distributing peon only pays the difference to each indenting school master, the balance of the pay going to the proper head of books. Accounts are carefully kept and are periodically checked by myself or the Assistant Inspectors.

"These book depôts are now in good order; in the past Deputy Inspectors were apt to order more books than could be disposed of within the year, and this often led to loss. Now they only order enough to last for a year or part of a year, and loss is thus guarded against. In future the cost of these depôts should be about covered by the commission allowed. The system, therefore, so long as it is properly supervised is an excellent one, as it not only ensures the prompt supply of books to each school, but also the books are sold at the cheapest rates possible, and neither teachers nor Deputy Inspectors can make a profit out of the necessities of the village schoolboys."

T. C. LEWIS, M.A.,
Director of Public Instruction,
N.-W. Provinces and Oudh.

ALLAHABAD;
The 8th September 1897.

GENERAL TABLES Nos. I—VIII.

I.—Abstract of Number of Institutions and attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

VIII.—Return Showing the Attendance and Expenditure in Hostels for Males and Females.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1896-97.

(For Details see General Table III.)

Area and population.				Public institutions.							Private Institutions.		Grand total.	Percentage of	Remarks.
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary. Schools.	Primary Schools.	Training Schools.	All other special schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
107,502	Towns ... 484 Villages 105,716 Total ... 106,200	Males ... 24,303,601 Females ... 22,601,484 Total ... 46,905,085	Institutions. For males	19	9	466	6,025	4	49	6,572	1,287	4,199	12,058	Institutions to number of towns and villages. 11·35	
			Institutions. For females	1	...	34	267	1	1	304	1	143	448	·42	
			Total	20	9	500	6,292	5	50	6,876	1,288	4,342	12,506	11·77	
			Scholars. Males ...	1,848	572	56,122	207,361	508	2,936	269,347	15,100	53,064	337,511	Male scholars to male population of school-going age. 9·26	
			Scholars. Females ...	15	...	3,050	8,912	83	54	12,114	327	3,020	15,461	Female scholars to female population of school-going age. ·46	
			Total ...	1,863	572	59,172	216,273	591	2,990	2,81,461	15,427	56,084	3,52,972	5·02	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1896-97.

(For details see General Table IV).

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	R.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	
1. Institutions ... For males ...	3,57,706	1,43,458	10,81,328	6,75,060	43,224	58,019	23,58,795	59,190	40,835	2,47,442	87,549	3,58,994	34,956	1,33,507	9,62,473	36,39,906	
For females ...	3,162	...	2,11,425	1,01,988	2,063	...	3,18,638										
Total ...	3,60,868	1,43,458	12,92,753	7,77,048	45,287	58,019	26,77,433	59,190	40,835	2,47,442	87,549	3,58,994	34,956	1,33,507	9,62,473	36,39,906	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	26·1	19·3	21·3	2·8	·3	4·8	77·6	...	6·6	...	4·5	10·6	·3	·4	22·4	100	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·3	...	25·2	41·9	3·0	·9	71·3	...	...	17·9	1·1	7·7	·8	1·2	28·7	100	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	5·3	...	56·2	28·3	...	·6	90·4	...	...	...	2·9	5·0	·5	1·2	9·6	100	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	9·9	3·9	35·6	21·4	1·2	1·6	73·6	1·6	1·1	6·8	2·4	9·9	·9	3·7	26·4	100	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1896-97—(concluded).

(For details see General Table IV.)

1	Total Direct Expenditure on Public Instruction.						Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
	2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a p.	Rs. a. p.	Rs. a. p.	
Government Institutions { Cost to Provincial Revenues	146 1 9	378 15 11	2 14 6	...	4 1 0	14 12 10	21 6 3	
Government Institutions { Cost to Local and Municipal Funds ...	6 2 6	...	20 9 3	6 1 1	86 1 6	5 9 9	16 11 8	
Total Cost ...	188 13 7	41 0 3	41 0 6	12 3 7	90 12 11	24 9 4	52 5 4	
Local Fund Schools ... { Cost to Provincial Revenues	...	...	...	...	...	...	...	
Local Fund Schools ... { Cost to Local Funds	...	...	4 12 1	3 5 10	...	...	3 9 5	
Total Cost ...	...	...	6 8 1	3 9 8	...	...	4 1 2	
Municipal Schools ... { Cost to Provincial Revenues	...	...	0 1 6	...	...	...	0 0 6	
Municipal Schools ... { Cost to Municipal Funds	...	...	8 3 8	5 6 5	...	...	6 6 4	
Total Cost ...	...	...	17 1 6	6 0 1	...	...	9 14 5	
Aided Institutions ... { Cost to Provincial Revenues	66 13 2	...	8 0 0	0 6 11	...	...	3 7 11	
Aided Institutions ... { Cost to Local and Municipal Funds ...	6 14 1	...	5 14 3	1 4 6	11 1 2	2 14 10	2 11 0	
Total Cost ...	211 14 0	54 5 4	43 11 9	4 0 11	24 8 11	8 13 7	18 5 10	
Unaided Institutions ... ... Total Cost ...	205 3 11	35 11 1	21 10 4	8 4 10	...	8 0 6	28 6 2	
All Institutions ... { Cost to Provincial Revenues	90 10 0	189 12 9	2 9 7	0 1 4	3 7 3	9 14 4	1 13 0	
All Institutions ... { Cost to Local and Municipal Funds ...	5 11 2	...	7 0 8	3 0 3	74 13 5	4 9 5	4 1 2	
Total Cost ...	201 9 8	227 5 7	22 4 4	3 13 8	80 13 11	19 5 4	10 1 3	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh, for the official year* 1896-97.

Class of institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education — English	3	387	383	316	...	...	...	...
University Education — Oriental	2	376	349	313	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
University Education — Law	2	80	110	75	...	...	...	...
University Education — Engineering	1	206	206	205	...	...	...	...
Total	**8**	**1,049**	**1,048**	**909**	...	...	...	...
Secondary Schools.								
School Education, General — For Boys — High Schools	34	6,262	6,285	5,557	1	118	112	94
School Education, General — For Boys — Middle Schools — English	10	864	873	743	16	1,314	1,270	1,068
School Education, General — For Boys — Middle Schools — Vernacular	...	...	...	...	289	31,085	30,244	25,069
School Education, General — For Girls — High Schools	...	...	...	...	...	...	...	...
School Education, General — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
School Education, General — For Girls — Middle Schools — Vernacular	...	...	...	...	2	57	52	43
Total	**44**	**7,126**	**7,158**	**6,300**	**308**	**32,574**	**31,678**	**26,274**
Primary Schools.								
School Education, General — For Boys	34	2,399	2,362	2,008	4,450	1,63,333	1,55,319	1,24,211
School Education, General — For Girls	...	...	...	...	134	3,481	3,239	2,547
Total	**34**	**2,399**	**2,362**	**2,008**	**4,584**	**1,66,814**	**1,58,558**	**1,26,758**
Schools for Special Instruction.								
School Education, Special — Training Schools for Masters	4	508	476	429	...	...	...	...
School Education, Special — Training Schools for Mistresses	...	...	...	...	...	...	...	...
School Education, Special — Medical Schools	2	253	247	241	...	...	...	...
School Education, Special — Industrial Schools	1	179	173	150	...	...	...	...
School Education, Special — Other Schools	39	1,609	1,587	1,023	...	...	...	...
Total	**46**	**2,549**	**2,483**	**1,843**	...	...	...	...
Total of Colleges and Schools of Public Instruction.	**132**	**13,123**	**13,051**	**11,060**	**4,892**	**1,99,388**	**1,90,236**	**1,53,032**

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western*

Class of institutions.	Public Institutions—(*concluded*). Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of institutions	Aided by Government or by Local Fund or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by Local Fund or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by Local Fund or Municipal Boards. Average daily attendance.	Unaided. Number of institutions	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.
1	10	11	12	13	14	15	16	17	18	19
Arts Colleges.										
University Education. — English	6	828	788	650	7	231	231	202	16	1,446
University Education. — Oriental	2	41	39	32	...	...	...	...	4	417
Colleges or Departments of Colleges for Professional Training.										
University Education. — Law	2	114	140	106	4	172	175	127	8	366
University Education. — Engineering	...	...	...	...	...	...	...	...	1	206
Total ...	10	983	967	788	11	403	406	329	29	2,435
Secondary Schools.										
School Education, General. — For Boys. — High Schools ...	50	9,121	9,129	7,910	12	1,833	1,832	1,402	97	17,334
School Education, General. — For Boys. — Middle Schools — English ...	35	3,815	3,713	3,131	11	1,084	1,069	841	72	7,077
School Education, General. — For Boys. — Middle Schools — Vernacular ...	8	684	599	468	...	...	...	...	297	31,769
School Education, General. — For Girls. — High Schools ...	18	1,639	1,662	1,502	1	60	90	80	19	1,699
School Education, General. — For Girls. — Middle Schools — English ...	13	1,236	1,121	992	...	...	...	...	13	1,236
School Education, General. — For Girls. — Middle Schools — Vernacular ...	...	...	...	...	...	...	...	...	2	57
Total ...	124	16,495	16,224	14,003	24	2,977	2,991	2,323	500	59,172
Primary Schools.										
School Education, General. — For Boys	1,516	40,550	34,681	25,559	25	834	809	631	6,025	2,07,116
School Education, General. — For Girls	127	5,521	5,090	3,964	6	155	145	111	267	9,157
Total ...	1,643	46,071	39,771	29,523	31	989	954	742	6,292	216,273
School for Special Instruction.										
School Education, Special. — Training Schools for Masters.	...	...	...	...	...	...	...	...	4	508
School Education, Special. — Training Schools for Mistresses.	1	83	84	83	...	...	...	...	1	83
School Education, Special. — Medical Schools ...	...	...	...	...	...	...	...	...	2	253
School Education, Special. — Industrial Schools ...	1	117	116	100	...	...	...	...	2	296
School Education, Special. — Other Schools... ...	5	698	740	554	2	134	138	110	46	2,441
Total ...	7	898	940	737	2	134	138	110	55	3,581
Total of Colleges and Schools of Public Instruction.	1,784	64,447	57,902	45,051	68	4,503	4,489	3,504	6,876	281,461
Private Institutions. — 1. *Advanced teaching*— (*a*) Arabic or Persian						... ...			959	10,949
Private Institutions. — 1. *Advanced teaching*— (*b*) Sanskrit						... ...			294	4,179
Private Institutions. — 1. *Advanced teaching*— (*c*) Any other oriental classic						... ...			35	299
Private Institutions. — 2. Elementary, teaching a vernacular only or mainly ...						For Boys			2,865	40,142
Private Institutions. — 2. Elementary, teaching a vernacular only or mainly ...						„ Girls			65	1,113
Private Institutions. — 3. Elementary, teaching the Koran						„ Boys			1,334	14,363
Private Institutions. — 3. Elementary, teaching the Koran						„ Girls			78	466
						Total ...			5,630	71,511
						GRAND TOTAL ...			12,506	3,52,972

TABLE III.

Provinces and Oudh, for th e official year 1896-97—(concluded).

Number of scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,421	380	1	26	58	1,089	268	5	...	...	
54	417	...	...	...	384	33	...	...	...	
366	...	...	4	9	240	112	1	...	...	
...	...	...	73	...	106	27	...	...	...	
1,841	1,297	1	103	67	1,819	440	6	...	...	
16,573	10,115	13,684	1,490	575	11,793	3,447	29	141	...	
5,876	3,105	6,396	144	574	4,854	1,482	23	65	...	
...	...	31,979	...	136	23,986	7,646	1	...	...	
1,523	253	1,117	1,117	574	6	...	2	...	81	
705	30	1,230	145	1,070	12	...	9	...	67	
...	...	57	...	...	28	29	...	...	...	
24,677	13,503	54,463	2,896	2,929	40,679	12,604	64	206	148	
3,426	2,022	203,907	185	846	176,334	29,685	66	61	...	
877	101	8,930	411	1,056	5,357	2,288	45	...	306	
4,303	2,123	212,837	596	1,902	181,691	31,973	111	61	306	
28	...	704	...	...	402	106	...	...	...	
75	...	166	...	81	2	...	...	...	...	
...	...	253	2	57	137	57	...	...	...	
115	...	296	4	120	87	85	...	...	...	
111	413	2,128	...	1	2,095	345	...	...	...	
329	413	3,547	6	259	2,723	593	...	...	...	
31,150	17,336	270,848	3,601	5,157	226,912	45,610	181	267	454	
...	10,949	...	...	...	3,141	7,805	3	272	...	
...	4,179	...	...	...	4,177	2	...			
...	299	...	...	...	254	45	...			
2,425	5,627	32,053	...	1,733	31,003	7,354	52	599	...	
52	119	942	...	391	675	47	...	...	52	
...	14,363	...	...	...	96	14,267	...	914	...	
...	466	...	...	...	...	466	...	...	20	
2,477	36,002	32,995	...	2,124	39,346	29,986	55	1,785	72	
33,627	53,338	303,843	3,601	7,281	266,258	75,596	236	2,052	526	

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.							
Arts Colleges.							
English	92,506	4,480	25	25,354	...	953	1,23,318
Oriental	14,446	...	...	...	...	473	14,919
Colleges or Departments of Colleges for Professional Training.							
Law	1,872	...	...	5,948	...	...	7,820
Engineering	1,17,890	...	...	2,888	...	1,007	1,21,785
Total ...	2,26,714	4,480	25	34,190	...	2,433	2,67,842
School Education, General.							
Secondary Schools.							
For Boys... High Schools	18,645	1,16,369	13,533	1,10,063	835	5,078	2,64,523
For Boys... Middle Schools — English ...	2,161	14,000	3,379	8,499	667	491	29,197
For Boys... Middle Schools — Vernacular ...	...	...	...	...	...	...	...
For Girls... High Schools ...	...	...	...	...	...	...	...
For Girls... Middle Schools — English ...	...	...	...	...	...	...	...
For Girls... Middle Schools — Vernacular ...	...	...	...	...	...	...	...
Total ...	20,806	1,30,369	16,912	1,18,562	1,502	5,569	2,93,720
Primary Schools.							
For Boys	...	8,412	5,920	14,187	120	242	28,881
For Girls	...	...	...	...	...	...	...
Total ...	...	8,412	5,920	14,187	120	242	28,881
School Education, Special.							
Schools for Special Instruction.							
Training Schools for Masters ...	1,934	40,980	...	104	...	206	43,224
Training Schools for Mistresses ...	...	...	...	...	...	...	...
Medical Schools	23,080	...	...	...	1,125	...	24,205
Industrial Schools	6,623	...	...	593	...	184	7,400
Other Schools	...	11,259	...	5,646	...	827	17,732
Total ...	31,637	52,239	...	6,343	1,125	1,217	92,561
Buildings	64,330	18,237	165	...	59	...	82,791
Furniture and Apparatus (Special grants only),	1,400	3,512	122	197	...	10	5,241
Total ...	65,730	21,749	287	197	59	10	88,032
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in. Arts Colleges	...	...	...	...	...	...	...
Scholarships held in. Professional Colleges	...	...	...	...	...	...	...
Scholarships held in. Secondary Schools	...	...	...	...	...	...	...
Scholarships held in. Primary Schools	...	...	...	...	...	...	...
Scholarships held in. Special Schools other than Training Schools.	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction,	3,44,887	2,17,249	23,144	1,73,479	2,806	9,471	7,71,036

TABLE IV.

North-Western Provinces and Oudh, for the official year 1896-97.

Institutions.						
Management.						
Managed by Local Fund and Municipal Boards.						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,000	816	1,811	...	128	4,755
164	1,854	11,208	9,623	78	6	22,933
...	1,41,848	6,843	46,381	...	616	1,95,688
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	638	669	65	...	...	1,372
164	**1,46,340**	**19,536**	**57,880**	**78**	**750**	**2,24,748**
...	5,10,211	15,378	31,148	1,744	3,179	5,61,660
...	12,410	4,769	49	...	...	17,228
...	**5,22,621**	**20,147**	**31,197**	**1,744**	**3,179**	**5,78,888**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
1,709	87,435	4,866	942	3,000	...	97,952
...	7,103	353	3,725	...	...	11,181
1,709	**94,538**	**5,219**	**4,667**	**3,000**	**...**	**1,09,133**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
1,873	**7,63,499**	**44,902**	**93,744**	**4,822**	**3,929**	**9,12,769**

GENERAL

Return of **Expenditure** *on Public Instruction in the*

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Fund.	Municipal Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
UNIVERSITY EDUCATION. English	54,314	...	5,602	37,248	1,351	74,076	1,72,591
UNIVERSITY EDUCATION. Oriental	950	60	28	9	23	1,558	2,628
UNIVERSITY EDUCATION. *Colleges or Departments of Colleges for Professional Training.*							
UNIVERSITY EDUCATION. Law	...	...	...	6,098	...	1,509	7,607
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...
Total ...	55,264	60	5,630	43,355	1,374	77,143	1,82,826
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys... High Schools ...	78,713	41,870	15,672	1,63,359	17,719	82,879	4,00,212
SCHOOL EDUCATION, GENERAL. For Boys... Middle Schools. English ...	9,115	18,306	6,348	28,276	16,358	13,257	91,660
SCHOOL EDUCATION, GENERAL. For Boys... Middle Schools. Vernacular ...	...	2,108	346	567	1,124	3,470	7,615
SCHOOL EDUCATION, GENERAL. For Girls... High Schools ...	39,837	2,997	360	58,096	8,429	52,928	1,62,647
SCHOOL EDUCATION, GENERAL. For Girls... Middle Schools. English ...	2,141	7,201	400	7,475	11,042	19,147	47,406
SCHOOL EDUCATION, GENERAL. For Girls... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
Total ...	1,29,806	72,482	23,126	2,57,773	54,672	1,71,681	7,09,540
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	4,368	32,709	2,450	8,572	11,392	20,070	79,561
SCHOOL EDUCATION, GENERAL. For Girls	12,793	14,318	1,523	4,873	16,097	32,194	81,798
Total ...	17,161	47,027	3,973	13,445	27,489	52,264	1,61,359
Schools for special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses ...	...	930	...	996	137	...	2,063
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	600	...	...	...	240	840
SCHOOL EDUCATION, SPECIAL. Other Schools	...	1,232	672	966	502	3,362	6,734
Total ...	...	2,762	672	1,962	639	3,602	9,637
Buildings	...	307	248	11,659	27,316	1,30,405	1,69,935
Furniture and apparatus (Special grants only),	344	19	25	3,333	2,519	8,664	14,904
Total ...	344	326	273	14,992	29,835	1,39,069	1,84,839
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Professional Colleges ...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. Special Schools other than Training Schools.	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction...	2,02,575	1,22,657	33,674	3,31,527	1,14,009	4,43,759	12,48,201

TABLE IV.

North-Western Provinces and Oudh, for the official year 1896-97—(concluded).

Institutions—(*concluded*).									
Management.				Total Expenditure from—					Grand Total.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
9,479	18,646	19,287	47,412	1,46,820	4,480	5,627	72,081	1,14,313	3,43,321
...	...	...	...	15,396	60	28	9	2,054	17,547
3,968	468	1,810	6,246	1,872	...	...	16,014	3,787	21,673
...	...	...	...	1,17,890	...	...	2,888	1,007	1,21,785
13,447	**19,114**	**21,097**	**53,658**	**2,81,978**	**4,540**	**5,655**	**90,992**	**1,21,161**	**5,04,326**
19,770	3,181	27,383	50,334	97,358	1,60,239	30,021	2,95,003	1,37,203	7,19,824
4,869	1,333	8,209	14,411	11,440	34,160	20,935	51,267	40,399	1,58,201
...	...	...	...	...	1,43,956	7,189	46,948	5,210	2,03,303
...	...	...	...	39,837	2,997	360	58,096	61,357	1,62,647
...	...	...	...	2,141	7,201	400	7,475	30,189	47,406
...	...	...	...	...	638	669	65	...	1,372
24,639	**4,514**	**35,592**	**64,745**	**1,50,776**	**3,49,191**	**59,574**	**4,53,854**	**2,74,358**	**12,92,753**
762	1,142	3,054	4,958	4,368	5,51,332	23,748	54,669	40,943	6,75,060
460	1,130	1,372	2,962	12,793	26,728	6,292	5,382	50,793	1,01,988
1,222	**2,272**	**4,426**	**7,920**	**17,161**	**5,78,060**	**30,040**	**60,051**	**91,736**	**7,77,048**
...	...	...	...	1,934	40,980	...	104	206	43,224
...	...	...	...	...	930	...	996	137	2,063
...	...	...	...	23,080	...	...	...	1,125	24,205
...	...	...	...	6,623	600	...	593	424	8,240
24	136	948	1,108	...	12,491	672	6,636	5,775	25,574
24	**136**	**948**	**1,108**	**31,637**	**55,001**	**672**	**8,329**	**7,667**	**1,03,306**
110	1,043	7,163	8,316	66,039	1,05,979	5,279	12,711	1,68,986	3,58,994
203	1,118	2,309	3,630	1,744	10,634	500	7,458	14,620	34,956
313	**2,161**	**9,472**	**11,946**	**67,783**	**1,16,613**	**5,779**	**20,169**	**1,83,606**	**3,93,950**
...	...	...	...	...	...	...	59,190	...	59,190
...	...	...	...	40,835	...	...	...	...	40,835
...	...	...	...	...	2,47,442	...	...	...	2,47,442
...	...	...	...	11,355	70	702	973	18,758	31,858
...	...	...	...	...	...	...	...	...	...
...	...	...	...	7,100	15,646	2,352	1,241	14,294	40,633
...	...	...	...	...	31	26	...	578	635
...	...	...	...	9,617	...	...	...	4,806	14,423
...	...	...	...	2,168	17,020	1,291	66,436	46,592	1,33,507
...	...	...	...	**71,075**	**2,80,209**	**4,371**	**1,27,840**	**85,028**	**5,68,523**
39,645	**28,197**	**71,535**	**1,39,377**	**6,20,410**	**13,83,614**	**1,06,091**	**7,66,235**	**7,63,556**	**36,39,906**

GENERAL

Return of the stages of Instruction of Pupils in Public Schools for General

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Government ...	English ...	44	7,126	1,039	...	1,039	2,177	...	2,177
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	1	75	...	...	...	19	...	19
		Vernacular ...	286	30,640	...	...	...	5,886	...	5,886
	Municipal ...	English ...	16	1,357	13	...	13	314	...	314
		Vernacular ...	3	445	...	...	...	51	...	51
	Aided ...	English ...	85	12,936	1,186	6	1,192	2,872	62	2,934
		Vernacular ...	8	684	...	...	...	87	...	87
	Unaided ...	English ...	23	2,917	223	...	223	681	...	681
		Vernacular ...	...	...	...	...	...	...	...	...
	Total ...		466	56,180	2,461	6	2,467	12,087	62	12,149
For Girls ...	Government ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	33	..	...	...	...	6	6
	Municipal ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	24	...	...	...	...	24	24
	Aided ...	English ...	31	2,875	...	104	104	18	528	546
		Vernacular ...	...	...	...	...	...	...	...	...
	Unaided ...	English ...	1	60	...	2	2	...	27	27
		Vernacular ...	...	...	...	...	...	...	...	...
	Total ...		34	2,992	...	106	106	18	585	603
Total, Secondary Schools ...			500	59,172	2,461	112	2,573	12,105	647	12,752
Primary Schools—										
For Boys ...	Government ...	... ...	34	2,399	...	...	...	...	...	..
	Local Fund ...	... ...	4,384	1,60,479	...	...	...	...	...	...
	Municipal ...	... ...	66	2,854	...	...	...	...	...	...
	Aided ...	... ...	1,516	40,550	...	...	...	...	...	...
	Unaided ...	... ...	25	834	...	...	...	...	...	...
	Total ...		6,025	2,07,116	...	...	...	...	...	...
For Girls ...	Government ...	... ...	...	...	...	...	...	...	...	...
	Local Fund ...	... ...	113	2,831	...	...	...	...	...	...
	Municipal ...	... ...	21	650	...	...	...	...	...	...
	Aided ...	... ...	127	5,521	...	...	...	...	...	...
	Unaided ...	... ...	6	155	...	...	...	...	...	...
	Total ...		267	9,157	...	...	...	...	...	...
Total, Primary Schools ...			6,292	2,16,273	...	...	...	...	...	...
GRAND TOTAL ...			6,792	275,445	2,461	112	2,573	12,105	647	12,752

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1896-97.

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,271	...	2,271	1,638	...	1,638	1	...	1	7,126	...	7,126
...	...	...	...	...	...	...	...	...	...	...	...
14	...	14	40	...	40	2	...	2	75	...	75
6,508	...	6,508	17,862	...	17,862	384	...	384	30,640	...	30,640
394	...	394	564	...	564	72	...	72	1,357	...	1,357
78	...	78	316	...	316	...	...	..	445	...	445
2,898	58	2,956	5,634	52	5,686	144	24	168	12,734	202	12,936
113	...	113	420	...	420	64	...	64	684	...	684
573	1	574	1,404	1	1,405	32	2	34	2,913	4	2,917
...	...	...	...	...	...	...	...	...	...	...	...
12,84	**59**	**12,908**	**27,878**	**53**	**27,931**	**699**	**26**	**725**	**55,974**	**206**	**56,180**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	8	8	...	19	19	...	...	...	...	33	33
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	24	24
31	575	606	46	1,097	1,143	53	423	476	148	2,727	2,875
...	...	...	...	...	...	...	...	...	...	...	...
...	21	21	...	8	8	...	2	2	...	60	60
...	...	...	...	...	...	...	...	...	...	...	...
31	**604**	**635**	**46**	**1,124**	**1,170**	**53**	**425**	**478**	**148**	**2,844**	**2,992**
12,880	**663**	**13,543**	**27,924**	**1,177**	**29,101**	**752**	**451**	**1,203**	**56,122**	**3,050**	**59,172**
43	...	43	2,356	...	2,356	...	...	...	2,399	...	2,399
23,042	...	23,042	132,571	...	132,571	4,866	...	4,866	160,479	...	160,479
182	...	182	2,568	...	2,568	104	...	104	2,854	...	2,854
959	17	976	33,779	20	33,799	5,751	24	5,775	40,489	61	40,550
75	...	75	715	...	715	44	...	44	834	...	834
24,301	**17**	**24,318**	**171,989**	**20**	**172,009**	**10,765**	**24**	**10,789**	**207,055**	**61**	**207,116**
...	...	...	...	...	...	...	...	...	...	...	...
...	177	177	...	2,544	2,544	...	110	110	...	2,831	2,831
...	58	58	...	569	569	...	23	23	...	650	650
39	244	283	180	3,840	4,020	69	1,149	1,218	288	5,233	5,521
4	10	14	5	117	122	9	10	19	18	137	155
43	**489**	**532**	**185**	**7,070**	**7,255**	**78**	**1,292**	**1,370**	**306**	**8,851**	**9,157**
24,344	**506**	**24,850**	**1,72,174**	**7,090**	**179,264**	**10,843**	**1,316**	**12,159**	**207,361**	**8,912**	**216,273**
37,224	**1,169**	**38,393**	**2,00,098**	**8,267**	**2,08,365**	**11,595**	**1,767**	**13,362**	**263,483**	**11,962**	**275,445**

GENERAL

Return showing the **Results of Prescribed Examinations** *in the*

Nature of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	2	1	4	11	8	5	3	27
2. D. Sc.	1	...	...	1	1	...	...	...	1
3. Bachelor of Arts	2	5	3	10	90	150	24	8	272
4. B. Sc.	1	2	...	3	4	4	...	...	8
5. Intermediate Examination ...	3	8	6	17	125	308	115	30	578
Oriental Colleges.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of „ „ ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (*a*) ...	1	2	1	4	86	2	1	..	89
„ „ Arabic (*b*) ...	...	...	...	...	...	...	...	1	1
„ „ Persian (*b*) ...	...	...	1	1	..	...	1	...	1
4. High Proficiency in Sanskrit (*c*) ...	4	3	23	30	100	14	42	7	163
„ „ „ Arabic (*b*) ...	...	...	1	1	...	...	1	...	1
„ „ „ Persian (*b*) ...	...	...	1	1	...	...	2	1	3
5. Proficiency in Sanskrit (*d*) ...	4	6	28	38	28	14	76	3	121
„ „ Arabic (*e*) ...	1	2	1	4	2	4	1	2	9
„ „ Persian (*b*) ...	...	...	1	1	...	...	1	1	2
„ „ Urdu ...	9	10	4	23	47	42	12	15	116
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master „	...	...	...	...	...	...	...	...	...
3. Bachelor „	2	5	1	8	69	110	12	...	191
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	..	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	..	...
Engineering.									
1. M. C. E.					15	...	...	...	15
2. B. C. E.					22	...	...	...	22
3. L. C. E.	1	...	...	1	42	...	...	...	42
4. First L. C. E.					278	...	...	...	278
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation ... Boys ...	36	45	8	89	600	653	90	670	2,013
Girls ...	...	11	2	13	...	45	6	3	54
Middle School Examination ... Boys ...	344	93	21	458	3,526	1,311	256	1,571	6,664
Girls ...		19	5	24	...	90	18	...	108
Upper Primary „ ... Boys ...	1,866	147	27	2,040	9,669	1,917	246	224	12,056
Girls ...	27	57	4	88	65	380	19	...	464
Lower „ „ ... Boys ...	4,040	262	31	4,333	19,815	2,966	565	27	23,373
Girls ...	62	87	2	151	129	844	10	...	983
Schools for Special Instruction.									
1. Training School Examination for Masters. Upper ... Lower ...	4	...	...	4	188	...	...	3	191
2. Training School Examination for Mistresses. Upper... Lower...	...	...	...	...	...	...	...	...	...
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	45	...	...	1	46
5. Examination in Engineering and Surveying.	...	1	...	1	...	4	...	...	4
6. Industrial School ...	1	...	...	1	11	...	...	...	11

(*a*) Acharya examination of the Sanskrit College, Benares, and
(*b*) Panjáb University examinations.
(*c*) Madhyama Pariksha examination of the Sanskrit College,
(*d*) Prathama ditto ditto ditto
(*e*) Mulla examination of Muir Central College, and Maulvi

TABLE VI.

North-Western Provinces and Oudh during the official year 1896-97.

Number passed.					Race or creed of passed scholars.					
Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21
8	5	2	1	16	...	1	12	2	1	
1	...	...	...	1	...	...	1	...	...	
55	67	9	1	132	1	2	108	21	...	
3	4	...	...	7	...	...	6	1	...	
68	123	37	12	240	5	8	178	47	2	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
69	1	...	...	70	...	...	70	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
67	12	26	6	111	...	...	111	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	1	1	2	...	...	...	2	...	
15	8	36	3	62	...	...	62	...	...	
...	4	1	1	6	...	...	...	6	...	
...	...	1	...	1	...	...	...	1	...	
40	36	6	13	95	...	2	68	24	1	Special Vernacular Examination.
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
11	26	4	...	41	...	...	34	5	2	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
15	...	...	...	15	9	...	6	...	...	Engineer. (Roorkee College Examinations.)
22	...	...	...	22	15	...	7	...	...	Upper Subordinate. (Roorkee College Examinations.)
42	...	...	...	42	...	...	34	8	...	Lower Subordinate. (Roorkee College Examinations.)
176	...	...	...	176	25	...	129	22	...	College Entrance. (Roorkee College Examinations.)
..	...	...	...	...	...	...	...	...	...	
353	305	46	122	826	40	20	599	156	11	
...	27	4	2	33	30	3	...	...	...	
1,767	431	74	204	2,476	71	15	1841	549	...	
...	51	5	...	56	32	23	...	1	...	
6,139	1,133	164	195	7,631	181	73	6,032	1,341	4	
39	252	10	...	301	84	169	28	20	...	
15,061	1,960	351	13	17,385	103	151	14,218	2,911	2	
91	543	8	...	642	140	275	169	57	1	
115	...	...	1	116	...	...	110	6	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
40	...	...	1	41	...	1	28	12	...	
...	1	...	...	1	1	...	...	...	...	
5	...	...	...	5	...	...	2	3	...	

Shastrí examination of the Panjáb University.

Benares, and Visharada examination of the Panjáb University.
ditto Prajna ditto
examination of the Panjáb University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure**

Objects of expenditure.			Expenditure of				
			In Institutions managed				
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1			2	3	4	5	6
							Rs.
University Education.	*Arts Colleges.*						
	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law		...	...	...	...	...
	Engineering		...	...	...	...	...
		Total	...	...	...	...	...
School Education, General.	*Secondary Schools.*						
	For Boys — High Schools		...	...	...	...	...
	For Boys — Middle Schools — English		1	75	71	58	...
	For Boys — Middle Schools — Vernacular		286	30,640	29,816	24,741	...
	For Girls — High Schools		...	...	...	...	...
	For Girls — Middle Schools — English		...	...	...	...	...
	For Girls — Middle Schools — Vernacular		1	33	29	24	...
		Total	288	30,748	29,916	24,823	...
	Primary Schools.						
	For Boys		4,384	160,479	152,687	122,065	...
	For Girls		113	2,831	2,620	2,084	...
		Total	4,497	163,310	155,307	124,149	...
School Education, Special.	*Schools for Special Instruction.*						
	Training Schools for Masters		...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...
	Medical Schools		...	...	...	...	...
	Industrial Schools		...	...	...	...	...
	Other Schools		...	...	...	...	...
		Total	...	...	...	...	...
Buildings			...	...	...	...	1,709
Furniture and Apparatus (Special Grants only)			...	...	...	...	...
		Total	...	...	...	...	1,709
Inspection			...	...	...	...	...
Scholarships held in.	Arts Colleges		...	...	...	...	...
	Professional Colleges		...	...	...	...	...
	Secondary Schools		...	...	...	...	...
	Primary Schools		...	...	...	...	...
	Special Schools other than Training Schools		...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total	...	...	...	...	...
		GRAND TOTAL	4,785	194,058	185,223	148,972	1,709

TABLE VII.

on Public Instruction in the North-Western Provinces and Oudh, for the official year 1896-97.

Local Fund Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	4,480	...	...	4,480
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	4,480	...	60	4,540
...	...	...	...	...	...	1,16,369	2,000	41,870	1,60,239
300	600	369	...	...	1,269	14,000	1,554	18,306	34,160
1,41,848	4,435	46,237	...	616	1,93,136	...	...	2,108	1,43,956
...	...	...	...	...	...	...	...	2,997	2,997
...	...	...	...	...	...	...	...	7,201	7,201
158	...	65	...	...	223	...	480	...	638
1,42,306	5,035	46,671	...	616	1,94,628	1,30,369	4,034	72,482	3,49,191
5,10,199	2,168	29,375	1,744	3,179	5,46,665	8,412	12	32,709	5,51,332
12,230	420	49	...	...	12,699	...	180	14,318	26,728
5,22,429	2,588	29,424	1,744	3,179	5,59,364	8,412	192	47,027	5,78,060
...	...	...	...	...	...	40,980	...	...	40,980
...	...	...	...	...	...	...	...	930	930
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	600	600
...	...	...	...	...	...	11,259	...	1,232	12,491
...	...	...	...	...	...	52,239	...	2,762	55,001
87,435	281	894	...	...	90,319	18,237	...	307	1,05,979
7,103	...	3,479	...	...	10,582	3,512	...	19	10,634
94,538	281	4,373	...	...	1,00,901	21,749	...	326	1,16,613
...	...	...	...	...	...	...	...	...	2,47,442
...	...	...	...	...	...	...	...	...	70
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	15,646
...	...	...	...	...	...	...	...	...	31
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	17,020
...	...	...	...	...	...	...	...	...	2,80,209
7,59,273	7,904	80,468	1,744	3,795	8,54,893	2,17,249	4,226	1,22,657	13,83,614

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.			Expenditure of					
			In Institutions					
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1			17	18	19	20	21	22
							Rs.	Rs.
	Arts Colleges.							
University Education.	English	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
School Education, General.	*Secondary Schools.*							
	For Boys — High Schools	...	1	118	112	94	...	816
	For Boys — Middle — English	...	15	1,239	1,199	1,010	164	10,608
	For Boys — Middle — Vernacular	...	3	445	428	328	...	2,408
	For Girls — High Schools	...	...	...	...	...	...	...
	For Girls — Middle — English	...	...	...	...	...	...	...
	For Girls — Middle — Vernacular	...	1	24	23	19	...	669
	Total	...	**20**	**1,826**	**1,762**	**1,451**	**164**	**14,501**
	Primary Schools.							
	For Boys	...	66	2,854	2,632	2,146	...	13,210
	For Girls	...	21	650	619	463	...	4,349
	Total	...	**87**	**3,504**	**3,251**	**2,609**	...	**17,559**
School Education, Special.	*Schools for Special Instruction.*							
	Training Schools for Masters	...	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
Buildings		...	...	...	...	...	...	4,585
Furniture and Apparatus (Special grants only)		...	...	...	...	...	...	353
	Total	...	...	...	...	...	...	4,938
Inspection		...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Special Schools other than Training Schools.	...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
	GRAND TOTAL	...	**107**	**5,330**	**5,013**	**4,060**	**164**	**36,998**

TABLE VII.

Instruction in the North-Western Provinces and Oudh, for the official year 1896-97—(concluded).

Municipal Boards on Public Instruction.									
Managed by Municipal Boards.					In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	25	...	5,602	5,627	10,107
...	...	...	...	...	...	...	28	28	88
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	25	...	5,630	5,655	10,195
2,000	1,811	...	128	4,755	13,533	...	15,672	30,021	1,90,260
1,554	9,254	78	6	21,664	3,379	600	6,348	20,935	55,095
...	144	...	...	2,552	...	4,435	346	7,189	1,51,145
...	...	...	...	...	...	...	360	360	3,357
...	...	...	...	...	...	...	400	400	7,601
480	...	...	...	1,149	...	...	...	669	1,307
4,034	11,209	78	134	30,120	16,912	5,035	23,126	59,574	4,08,765
12	1,773	...	...	14,995	5,920	2,168	2,450	23,748	5,75,080
180	...	...	...	4,529	...	420	1,523	6,292	33,020
192	1,773	...	...	19,524	5,920	2,588	3,973	30,040	6,08,100
...	...	...	...	...	...	...	...	...	40,980
...	...	...	...	...	...	...	...	...	930
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	600
...	...	...	...	...	...	...	672	672	13,163
...	...	...	...	...	...	...	672	672	55,673
...	48	3,000	...	7,633	165	281	248	5,279	1,11,258
...	246	...	...	599	122	...	25	500	11,134
...	294	3,000	...	8,232	287	281	273	5,779	1,22,392
...	...	...	...	...	...	...	...	...	2,47,442
...	...	...	...	...	...	...	...	702	772
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,352	17,998
...	...	...	...	...	...	...	...	26	57
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,291	18,311
...	...	...	...	...	...	...	...	4,371	2,84,580
4,226	13,276	3,078	134	57,876	23,144	7,904	33,674	1,06,091	14,89,705

GENERAL TABLE VIII FOR MALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1896-97.

Class of Hostels or Boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	45	1,029	83	629	97	220	1,664	7,171	2,981	3,855	15,671	
2. Managed by Local or Municipal Boards ...	129	1,289	...	1,266	23	...	...	5,642	115	1,526	7,283	
3. Aided by Government or by Local or Municipal Boards.	29	1,541	131	1,324	74	12	6,048	820	35,614	1,47,997	1,90,479	
4. Unaided	41	1,139	243	516	76	304	...	...	20,677	33,741	54,418	

GENERAL TABLE VIII FOR FEMALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1896-97.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	14	1,035	...	1,017	18	...	4,298	...	22,398	1,33,529	1,60,225	
4. Unaided	8	668	15	516	137	...	...	144	20,564	4,686	25,394	

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-*

(For Europeans

Class of institutions.	Public Institutions.							
	Under Private Management.							
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
UNIVERSITY EDUCATION. English	...	...	...	...	2	20	20	18
Total ...	...	...	...	...	**2**	**20**	**20**	**18**
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools ...	14	1,441	1,443	1,363	2	64	35	...
For Boys ... Middle Schools English ...	1	146	102	100	...	...	...	...
For Girls ... High Schools ...	11	1,023	1,079	973	1	60	90	80
For Girls ... Middle Schools English ...	2	155	149	133	...	...	...	...
Total ...	**28**	**2,765**	**2,773**	**2,569**	**3**	**124**	**125**	**80**
Primary Schools.								
For Boys	6	185	171	136	...	...	...	...
For Girls	8	362	311	271	2	47	38	33
Total ...	**14**	**547**	**482**	**407**	**2**	**47**	**38**	**33**
Total of Colleges and Schools of Public Instruction.	**42**	**3,312**	**3,255**	**2,976**	**7**	**191**	**183**	**131**

TABLE III.

Western Provinces and Oudh, for the official year 1896-97.

and Eurasians).

Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning.			Classification of scholars on the 31st of March according to race or creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
10	11	12	13	14	15	16	17	18	19	20	21	22
2	20	20	19	1	12	...	6	2	...	...	...	
2	**20**	**20**	**19**	**1**	**12**	**...**	**6**	**2**	**...**	**...**	**...**	
16	1,505	1,505	526	1,147	1,467	2	26	2	8	141	...	
1	146	146	12	66	140	6	...	...	...	65	...	
12	1,083	1,083	234	512	1,067	11	4	...	1	...	81	
2	155	155	21	96	145	2	1	...	7	...	66	
31	**2,889**	**2,889**	**793**	**1,821**	**2,819**	**21**	**31**	**2**	**16**	**206**	**147**	
6	185	185	8	46	185	...	...	...	...	54	...	
10	409	409	...	83	407	...	2	...	...	...	167	
16	**594**	**594**	**8**	**129**	**592**	**...**	**2**	**...**	**...**	**54**	**167**	
49	**3,503**	**3,503**	**820**	**1,951**	**3,423**	**21**	**39**	**4**	**16**	**260**	**314**	

GENERAL

Return of **Expenditure** *on Public Instruction in the North-*

(For Europeans

Objects of expenditure.	Public Institu						
	Under Private manage						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION—English ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For boys ... High Schools	46,658	...	1,080	69,127	5,662	39,549	1,62,076
For boys ... Middle Schools, English ...	6,704	...	720	175	6,705	417	14,721
For girls ... High Schools	36,504	...	360	52,578	8,402	39,602	1,37,446
For girls ... Middle Schools, English ...	2,141	...	340	3,537	4,662	2,602	13,282
Total ...	**92,007**	...	**2,500**	**1,25,417**	**25,431**	**82,170**	**3,27,525**
Primary Schools.							
For boys	3,918	...	20	2,640	1,839	1,600	10,017
For girls	8,675	...	708	4,081	2,439	1,823	17,726
Total ...	**12,593**	...	**728**	**6,721**	**4,278**	**3,423**	**27,743**
Buildings	...	...	...	5,539	6,176	85,924	97,639
Furniture and Apparatus (Special grants only)	344	...	...	1,980	912	5,152	8,388
Total ...	**344**	...	...	**7,519**	**7,088**	**91,076**	**1,06,027**
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN, Secondary Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction,	**1,04,944**	...	**3,228**	**1,29,657**	**36,797**	**1,76,669**	**4,61,295**

TABLE IV.

Western Provinces and Oudh, for the official year 1896-97.

and Eurasians).

tions.										
ment.				Total expenditure from					Grand Total.	Remarks.
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,353	...	...	3,353	...	...	...	3,353	...	3,353	
3,353	...	...	**3,353**	...	...	...	**3,353**	...	**3,353**	
800	...	...	800	46,658	...	1,080	69,927	45,211	1,62,876	
...	...	...	...	6,704	...	720	175	7,122	14,721	
...	...	...	...	36,504	...	360	52,578	48,004	1,37,446	
...	...	...	...	2,141	...	340	3,537	7,264	13,282	
800	...	...	**800**	**92,007**	...	**2,500**	**1,26,217**	**1,07,601**	**3,28,325**	
...	...	...	...	3,918	...	20	2,640	3,439	10,017	
340	...	840	1,180	8,675	...	708	4,421	5,102	18,906	
340	...	**840**	**1,180**	**12,593**	...	**728**	**7,061**	**8,541**	**28,923**	
...	...	...	...	...	...	...	5,539	92,100	97,639	
...	...	...	...	344	...	...	1,980	6,064	8,388	
...	...	...	...	**344**	...	...	**7,519**	**98,164**	**1,06,027**	
...	...	...	...	...	1,926	...	...	...	1,926	
...	...	...	...	1,740	...	...	...	335	2,075	
...	...	...	...	8,060	...	720	29,777	17,243	55,800	
...	...	...	...	**9,800**	**1,926**	**720**	**29,777**	**17,578**	**59,801**	
4,493	...	**840**	**5,333**	**1,14,744**	**1,926**	**3,948**	**1,73,927**	**2,31,884**	**5,26,429**	

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General

(For Europeans

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided English	15	1,587	133	6	139	510	62	572
For Boys ... Unaided English	2	64	19	...	19	17	...	17
Total ...	17	1,651	152	6	158	527	62	589
For Girls ... Aided English	13	1,178	...	78	78	18	347	365
For Girls ... Unaided English	1	60	...	2	2	...	27	27
Total ...	14	1,238	...	80	80	18	374	392
Total, Secondary Schools ...	31	2,889	152	86	238	545	436	981
Primary Schools—								
For Boys ... Aided	6	185	...	...	...	...	...	...
Total ...	6	185	...	...	...	...	...	...
For Girls ... Aided	8	362	...	...	...	...	...	...
For Girls ... Unaided	2	47	...	...	...	...	...	...
Total ...	10	409	...	...	...	...	...	...
Total, Primary Schools ...	16	594	...	...	...	...	...	...
Grand Total ...	47	3,483	152	86	238	545	436	981

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1896-97.

and Eurasians).

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
390	58	448	232	52	284	120	24	144	1,385	202	1,587
19	1	20	3	1	4	2	2	4	60	4	64
409	**59**	**468**	**235**	**53**	**288**	**122**	**26**	**148**	**1,445**	**206**	**1,651**
31	298	329	45	203	248	53	105	158	147	1,031	1,178
...	21	21	...	8	8	...	2	2	...	60	60
31	**319**	**350**	**45**	**211**	**256**	**53**	**107**	**160**	**147**	**1,091**	**1,238**
440	**378**	**818**	**280**	**264**	**544**	**175**	**133**	**308**	**1,592**	**1,297**	**2,889**
40	17	57	29	13	42	62	24	86	131	54	185
40	**17**	**57**	**29**	**13**	**42**	**62**	**24**	**86**	**131**	**54**	**185**
39	53	92	52	53	105	58	107	165	149	213	362
4	6	10	5	13	18	9	10	19	18	29	47
43	**59**	**102**	**57**	**66**	**123**	**67**	**117**	**184**	**167**	**242**	**409**
83	**76**	**159**	**86**	**79**	**165**	**129**	**141**	**270**	**298**	**296**	**594**
523	**454**	**977**	**366**	**343**	**709**	**304**	**274**	**578**	**1,890**	**1,593**	**3,483**

ORDERS OF GOVERNMENT.

No. $\frac{462}{\text{XV}-\frac{48}{5}\text{-}2}$ OF 1897.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 26th November 1897.

READ—

The General Report on Public Instruction in the North-Western Provinces and Oudh for the year ending the 31st March 1897, submitted by the Director of Public Instruction.

OBSERVATIONS.—It was hoped that the instructions issued in 1896 for the preparation of the annual returns would lead to greater punctuality in the submission of this report, which is due on 15th September, but it did not reach the Government till the 25th October, or 21 days later than last year. The report, however, is a quinquennial one, and its preparation doubtless occupied a longer time than usual. It is the first Provincial report prepared in accordance with the instructions conveyed by the Government of India in 1895, and gives not only the statistics of the year, but also an account of the principal events of the period 1892-93 to 1896-97.

2. In paragraph 2 of the report the more important measures of reform introduced during the past five years are enumerated by the Director, of which the chief are those connected with the advancement of the study of science and the encouragement of vernacular primary education; to these may be added the remodelling of the Educational Department, which now consists of two branches, the Indian Educational Service recruited in England and the Provincial Educational Service recruited in India, and the re-organization of the Thomason Civil Engineering College, Roorkee, which has been transferred since 1895 from the Public Works Department to the Educational Department. Of the increase, during the five years, of 15 per cent. in the number of educational institutions of all descriptions and of 25 per cent. in the number of scholars on the rolls, by far the greater proportion occurred under the head of public institutions. In 1891-92 the number of private institutions (5,784) exceeded the public (5,071) by 713; but in 1896-97 the position is reversed, and in consequence of the large increase in 1895-96 in the number of aided primary schools for boys, the total number of institutions classified as public in 1896-97 (6,868) exceeded by 1,238 the total number of private institutions (5,630). The annual expenditure on public schools and colleges has increased from 33½ lakhs to nearly 36½, *i.e.*, by nearly three lakhs of rupees, of which one lakh fell to arts colleges and half a lakh each to middle schools and primary schools. Of the increase, four-fifths is said to have been met from private sources.

3. During the quinquennium aided colleges have been established at Meerut and at Cawnpore, and unaided colleges at Lucknow, Almora,

and Allahabad, while the small mission college at Benares has ceased to exist. From the statistics given in Chapter IV, of which extracts are quoted on the margin, it seems that the progress made during the past five years in the case of collegiate education has been chiefly under the head of aided and unaided institutions, the increased attendance at which more than compensates for the decline noticeable under State colleges. The transfer is not to be regretted. In the North-Western Provinces the Queen's College and the Muir College, having shown the way at a time when private enterprise had not been greatly developed, have served as models for the institutions subsequently established in other parts of the provinces. It is natural that students should prefer to attend a college in the neighbourhood of their own homes, and every division (except the newly created one of Gorakhpur) has now one or more colleges situated within its limits to meet the wants of the inhabitants. While the high standard of the older Government colleges is maintained, and the Muir College may still be regarded in some respects as a central college, distinguished specially for the large number of students who take the M.A. degree and for the superiority of the instruction in science, the establishment of the Kayasth Patshala at Allahabad itself, affiliated to the University up to the Intermediate Examination standard, shows that there is room for colleges equipped on a more moderate scale in order to provide a cheaper education or devoted to the instruction of students of a special caste. The expenditure on colleges has risen since 1891-92 by 46 per cent., the larger portion of the increase occurring in the expenditure from public funds, as the following figures show :—

	Number of Arts colleges.		Average enrolment.		Expenditure.	
	1891-92.	1896-97.	1891-92.	1896-97.	1891-92.	1896-97.
					Rs.	Rs.
State ...	3	3	508	383	81,387	1,23,318
Aided ...	4	6	653	788	1,22,020	1,72,591
Unaided ...	5	7	141	231	31,723	47,412
Total ...	12	16	1,302	1,402	2,35,130	3,43,321

Year.	From public funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.
1891-92	1,02,844	46,000	86,286	2,35,130
1896-97	1,56,927	72,081	1,14,313	3,43,321
	+54,083	+26,081	+28,027	+1,08,191

The average annual fee for natives is said to be Rs. 29 per annum in unaided, Rs. 47 in aided, and Rs. 66 in Government colleges, the highest of which, as remarked by the Director, cannot be regarded an excessive sum to pay for university education.

As regards examinations, the number of candidates who appeared at, and the number who passed, the M.A. and D.Sc. examinations held in March 1897 is the lowest on record since 1892: the B.A.

examination, on the other hand, has increased in popularity, the number of candidates for that and for the B.Sc. examination being 269, with 138 passed, as against 214, with 109 passed (B.A. only) in 1892.

It is disappointing to note that the education provided at the Sanskrit College at Benares is not appreciated, and that that institution is only resorted to by those who are too poor to secure an education elsewhere. The staff has done valuable work in editing texts in the *Pandit* journal and in the Vizianagram Sanskrit series.

4. Though the statistics for Anglo-Vernacular schools for boys, as the Director observes, do not show any marked progress in English education during the last five years, the record is not discouraging. The number of schools stands as follows :—

		High.	Middle.	Primary.	Total.
State ...	1891-92	34	11	14	59
	1896-97	33	20	10	63
Aided ...	1891-92	34	41	60	135
	1896-97	38	40	52	130
Unaided ...	1891-92	3	4	9	16
	1896-97	10	11	7	28
Total ...	1891-92	71	56	83	210
	1896-97	81	71	69	221

The average daily attendance has increased by nearly 2,000, the total number of schools by 11, and the expenditure by Rs. 87,818 or 13 per cent. While high and middle schools have increased, primary schools have declined, owing, no doubt, to the discontinuance of the teaching of English in the lower primary section, which has resulted in the transfer of boys to vernacular schools proper. The increase is most noticeable under the head of unaided schools, which have benefited by the enhancement of fees in other institutions, and the Lieutenant-Governor is glad to observe that this class of school is reported to be likely to take a more prominent part in education in the near future. Even in unaided schools the average fee per scholar has been quadrupled since 1891-92, and now exceeds that levied in 1891-92 in aided schools. The fees* are still exceedingly moderate, though they have raised the total income from that source by Rs. 82,222. The Lieutenant-Governor cannot accept as accurate the statement in paragraph 43 of the report that "it seems to be demonstrated that nothing has been done to encourage private enterprise in education at this stage by grants-in-aid." The grant-in-aid rules for Anglo-Vernacular schools were revised in 1892 by Mr. E. White, the Director of Public Instruction; the new rules were more liberal to aided schools than those which they superseded, but it was accepted as guiding principles

*

		Rs.
State ...	1891-92	12
	1896-97	15
Aided ...	1891-92	7
	1896-97	10
Unaided ...	1891-92	2
	1896-97	8

that the amount of the grant should in no case exceed half the tuitional expenditure, and that those who were interested in the establishment of an English school should raise substantial contributions from private sources as a supplement to the fee income. Taking the figures quoted by the Director, it appears that the grants from public funds in 1896-97, though they may fall short of those made in 1891-92, are still very liberal as compared with the local contributions :—

	From public funds.	From fees.	From other sources.	Total.
	Rs.	Rs.	Rs.	Rs.
Expenditure ... 1891-92 ...	1,59,239	1,05,412	1,00,716	3,65,367
... 1896-97 ...	1,49,907	1,46,167	97,169	3,93,243

The rules are again under revision at the present time, and any defects that have been noticed in the administration of them will now be removed.

The Lieutenant-Governor and Chief Commissioner regrets to observe from the remarks made in paragraphs 53 and 60 of the report that many of the schools maintained or aided by Municipal Boards are inefficient. These schools are not inspected by officers of the Educational Department, and it is clear that measures for their reform are urgently called for. The matter should be separately reported for the orders of the Government.

5. Vernacular education in these provinces is in a state of transition, and the history of the past year mainly consists of an account of the extent to which effect has been given in different districts to the policy enunciated in Resolution No. $\frac{376}{XV-81}$, of 7th July 1896, of fostering schools established by private enterprise for the purpose of imparting elementary education. Although the grant of Rs. 75,000 for the encouragement of indigenous primary schools was not made available for expenditure until some months of the year had elapsed, and the character of the year was distinctly adverse to the cause of education, the progress traced in the report is distinctly encouraging. The following figures include both middle and primary schools, but relate almost entirely to the latter :—

Year.	*District and Municipal schools.*		*Schools aided by District and Municipal Boards.*		Expenditure.
	Number of—		Number of—		
	Schools.	Scholars.	Schools.	Scholars.	
					Rs.
1891-92	4,300	166,812	113	4,651	7,33,123
1896-97	4,731	193,989	1,498	39,922	7,98,288

There were only 297 middle schools in 1896-97 as compared with 333 in 1891-92, but it is explained that the falling off is in part due to the conversion of inefficient middle schools into primary schools. The demand for

secondary education apart from the learning of English is very limited, and there has been practically no improvement in this respect during the past five years. The effect of the special grant for the encouragement of primary schools, which accounts for the rise of nearly 9 per cent. in the total expenditure, is seen in the great increase in the number of aided vernacular schools and of the boys attending them. The grant is also responsible for the increase in District Boards' schools, the opening of new schools of that class being the method adopted in some districts for encouraging primary education.

The fees have at the same time risen from Rs. 59,961 in 1891-92 to Rs. 79,453 in 1896-97. The province of Oudh alone is said to spend less on district primary vernacular schools than it did five years ago, and will continue to require constant attention. The Lieutenant-Governor has read with interest the account given in paragraph 87 of the report of the steps taken to encourage indigenous schools. Though the application of the grant-in-aid has not in all cases been judicious and the money has too frequently, it would seem, been spent on State schools, the reports from many districts are encouraging, especially from those noted below :—

Sitapur.—"The main feature of the year's work was the opening of 69 lower schools. These are a kind of hedge schools. The teachers are paid Rs. 2 and allowed to make what they can out of fees. The zamíndárs sometimes supply an outhouse, and sometimes the schools meet under a tree. They were not in full swing till the last half of the year, and it is satisfactory to find that the number of scholars on the rolls in the 69 schools on the 31st of March was 1,790 or 26 per school. * * * In the course of his cold weather tour the Deputy Commissioner visited a good many of these new schools, and they seemed to be doing useful work."

Allahabad.—"The result of the grants has been to increase by 50 per cent. the number of boys shown as receiving primary instruction. These grants are much appreciated and eagerly sought for."

Jaunpur.—"From the small experience had of the working of the grant-in-aid rules, it has become more than apparent that the system fills a want. The mere fact that the elementary education of over 1,200 boys has been brought under supervision during the year is encouraging."

Ghâzipur.—"These schools have supplied a real want, and at a small cost the school population has been nearly doubled."

The special reports which were called for by the Government from Commissioners of Divisions on the working of the new system also show that great progress has been made. The remarks recorded on the subject by the Commissioner of Gorakhpur (Mr. E. B. Alexander) are worthy of note :—

"12. There can be no doubt but that, in order to realize the wishes of Government, it is absolutely necessary that the true system of grants-in-aid should be widely extended, and that it should gradually overtake and pass the old system of schools directly controlled by the Educational Department and paid for from Government funds. And in this connection I heartily approve of the refusal given by the Chairman of the Azamgarh District Board to proposals made by the Deputy Inspector of that district, with a view to establishing a much closer control over the aided schools by the Educational Department. * * *

"13. The duty of inspecting the aided schools at certain intervals must, I think, be left with the Deputy Inspector; and I do not, in any way, wish to oust the department from its proper position in regard to them. But I think that any attempt to interfere unnecessarily with the control of the managers, or with the liberty of the teacher subject to such control, is to be condemned as fatal to the principles of the scheme, and as having a tendency to pervert these schools into the expensive Government institutions which the country cannot afford."

6. As regards female education, though the number of girls' schools has declined from 320 in 1891-92 to 277 in 1896-97, the number of scholars has risen 8 per cent. from 9,729 to 10,562 and the expenditure by 12 per cent. from Rs. 1,28,361 to Rs. 1,43,779. Eight new Anglo-Vernacular schools have been added to the list, and the result of the English Middle examinations shows that a distinct advance has been made. In primary vernacular schools the most noticeable feature of the returns is an increase of 19 per cent. since 1891-92 in the number on the rolls. The number of aided schools has fallen from 155 in 1891-92 to 113 in 1896-97, and in this branch of education also more might be done by a liberal system of grants-in-aid. In the case of schools for Europeans the number aided has risen from 29 in 1891-92 to 42 in 1896-97, and the percentage of success attained in the examinations has improved.

7. The progress made in these provinces during the past five years is compared by the Director of Public Instruction with that of other provinces in India, the comparison being generally to the disadvantage of the North-Western Provinces and Oudh. The expenditure from public funds per head of the population is less in the North-Western Provinces and Oudh than elsewhere, while the percentage of scholars to population of school-going age is the lowest in India. It may be, as mentioned in paragraph 88 of the report, that the returns relating to unaided primary and indigenous schools are defective, the provinces not getting the credit for a large number of children under instruction in such schools and in schools under missionary or other private management. But even allowing for this, it cannot be denied that there is much leeway to be made good before education in these provinces is on a satisfactory footing. There has been marked improvement, however, during the last year, which must be maintained.

The average fee paid for education in Vernacular Middle schools (Re. 1-8-0 per annum) is still far lower than that levied in the Panjáb, where higher fees (Rs. 2 per annum) do not deter students from attending the schools. The Collector of Allahabad (Mr. Fuller) is reported to have been most unfavourably struck with the schools he visited during his cold weather tour; he considers that our primary schools compare unfavourably with those of the most backward district in the Central Provinces. The Director of Public Instruction also notes (paragraph 100) that the North-Western Provinces and Oudh have made far less progress in female education than any other part of India.

Many of the deficiencies pointed out on a comparison with other provinces in the review of the progress of education in India for the

period 1887-88 to 1891-92 have been to some extent supplied. The Lieutenant-Governor and Chief Commissioner, who is fully aware of the imperfections in the system of education peculiar to these provinces, has recently (G. O. No. $\frac{10}{XV-\frac{48}{3}}$, dated 8th January 1896) examined in detail the present position of these provinces as compared with that of others, and has taken steps to remedy, where practicable, the defects that still exist: already, as stated above, much progress has been made in primary education. The effect of the adoption of these remedial measures will, it is hoped, be apparent in the returns for succeeding years, but with limited finances progress must necessarily be slow.

8. Various suggestions for the introduction of reforms and for the alteration of existing rules have been made throughout the report. Such proposals should, where necessary, be referred separately to Government for orders. The question of the educational qualifications of candidates for Government service mentioned in paragraph 61 will be considered by the General Department.

The pressing needs of the provinces are the establishment of new or the improvement of the existing training colleges and schools with a view to the supply of competent teachers; the advancement of primary education by the system of grants-in-aid; the establishment on a sounder basis of schools for females; and the increase of the inspecting staff or a revision of its duties, to enable it to watch over, without unduly controlling, the newly aided schools.

The Department has lost since the close of the year the valuable services of Mr. W. H. Wright, who retired after 30 years' service, divided almost entirely between the Queen's College, Benares, and the Muir Central College, Allahabad. He will be much missed by those institutions, in which he took a warm interest.

The acknowledgments of the Government are due to the Director for a careful and interesting report, and to Mr. W. N. Boutflower, who officiated as Director for the greater part of the year.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction, North-Western Provinces and Oudh, for information.

Ordered also that a copy be published in the *North-Western Provinces and Oudh Government Gazette.*

By order, &c.,

W. H. L. IMPEY,

Secy. to Govt., N.-W. P. and Oudh.

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on 01 February, 2020